THE THIRD REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2017/2018 ACADEMIC YEAR

WEDNESDAY, 15 NOVEMBER 2017
6:00 P.M.
ROOM 182, IRVING K. BARBER LEARNING CENTRE,
1961 EAST MALL

1. Call to Order – Dr Santa Ono (information)

2. Senate Membership – Dr Kate Ross

   New Member:

   Ms Amber Shilling, Student Representative for the Faculty of Graduate & Postdoctoral Studies until 31 March 2018 and thereafter until replaced, to replace Ms Miranda Huron, resigned.

3. Minutes of the Meeting of 18 October 2017 – Dr Santa Ono (information) (docket pages 3-23)

4. Business Arising from the Minutes – Dr Santa Ono (information)

   Policy 18: Appointment of Designated Senior Academic Administrators

5. Tributes Committee – Dr Sally Thorne (approval) (docket pages 24-25)

   Memorial Minute for Dr Robert Kubicek

6. Remarks from the Chair and Related Questions – Dr Santa Ono (information)

7. Candidates for Degrees – Dr Santa J. Ono (approval)

   The list as approved by the faculties is available for advance inspection at the Senate Office, and will also be available at the meeting.

   The Chair of Senate calls for the following motion:

   That the candidates for degrees and diplomas as recommended by the faculties be granted the degree or diplomas for which they were recommended, effective November 2017, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.
(2/3 majority required).

8. **Awards Committee** – Dr Lawrence Burr
   
   New and Revised Awards (approval) (docket page 26-29)

9. **Admissions Committee** – Prof. Carol Jaeger
   
   Changes in Admission Requirements for Direct-Entry Undergraduate Programs –
   
   Canadian Aboriginal Languages (approval) (docket page 30-39)

10. **Curriculum Committee** – Dr Peter Marshall
    
    
    b) New Certificates: Graduate Certificate in Indigenous Public Health [for credit] and Certificate in Indigenous Public Health [non-credit] (information (docket pages 67-90)

11. **Report from the President** – Dr Santa Ono
    
   Freedom of Expression Statement – with Dr Neil Guppy (information) (docket pages 91-93

12. **Report from the Provost** – Dr Andrew Szeri
    
   Report on Student Evaluation of Teaching (information) (docket pages 94-102)

13. **Report from the University Librarian** – Ms Susan Parker
    
   2016/2017 Annual Report on the Library (information) (docket pages 103-118)

14. **Other Business**

15. **IN CAMERA** – Tributes Committee – Dr Sally Thorne
    
   Candidates for Honorary Degrees (approval) (to be circulated at meeting and available beforehand from the Senate Office)
VANCOUVER SENATE

MINUTES OF 18 OCTOBER 2017

DRAFT

Attendance

Present: Mr J Gattinger (Vice-Chair), Dr K Ross (Secretary), Dr P. Adebar, Ms J. Booth, Mr R. Boushel, Ms S. Brar, Dr V. Bungay, Dr L. Burr, Dean C. Dauvergne, Mr K. Doering, Mr B. Fischer, Dr A. Fisher, Dr S. Forwell, Dean B. Frank, Dr J. Gilbert, Ms A. Glinsbockel, Dr J. Greenman, Dr V. Griess, Ms M. Grist, Ms S. Haffey, Ms M. Hamid, Dr P. Harrison, Mr M. Isaacson, Dr A. Ivanov, Dr M. Koehoorn, Dr C. Krebs, Dr M. Kuus, Mr D. Lam, Mr H. Leong, Dr K. Lo, Dr P. Loewen, Ms A. MacDougall, Dean M. MacDougall, Dr S. Matsui, Dr W. McKee, Mr W. McNulty, Dr P. Meehan, Ms S. Ngo, Ms S. Park, Ms S. Parker, Dean S. Peacock, Dean S. Porter, Mr M. Pratt, Dr T. Rogers, Mr Q. Salehmohamed, Dr I. Sapollnik, Dr T. Schneider, Mr J. Spheppard, Dr S. Singh, Dr L. Stothers, Dr A. Szeri, Dr R. Tees, Dr M. Thachuk, Dr S. Thorne, Ms L. Wang, Mr W. Wong, Dean R. Yada.

Regrets: Dr S. Ono (Chair), Mr T. Ahmed, Dean G. Averill, Dr H. Brock, Dr A. Collier, Dean M. Coughtrie, Dr A. Dulay, Dr G. Faulkner, Mr F. Gallegos, Dr C. Godwin, Chancellor L. Gordon, Dr S. Graystron, Dean J. Innis, Prof. C. Jaeger, Dean D. Kelleher, Dr P. Keown, Dr A. Kindler, Dr D. MacDonald, Dr C. Marshall, Dr P. Marshall, Mr A. Murphey, Dr C. Nislow, Dean Pro Tem. J. Olsen, Prof. A. Shepherd, Mr M. Stewart, Dr R. Topping.

Clerk: Mr C. Eaton

Call to Order

Mr Jakob Gattinger, Vice-Chair of Senate, called the meeting to order at 6:05 pm.

Senate Membership

The Registrar welcomed Dr Robert Boushel, faculty representative from the Faculty of Education, and Ms Alexandra Glinsbockel, student representative from the Faculty of Education, to Senate for terms ending 31 August 2020 and 1 October 2018 respectively.

Minutes of 20 September 2017

Kevin Dearing  }  That the Minutes of the Meeting of 20 September
Marium Hamid  2017 be adopted as corrected.
Senators A. MacDougall, Ivanov, Stothers, McKee, and Haffey were in attendance

Report from the Provost

STRATEGIC PLANNING

On behalf of President Ono who could not attend due to University business in Africa, Dr Andrew Szeri, Vice-President Academic & Provost, updated the Senate on developments with the strategic planning process. He advised that over the last month, and in consultation with the executive, deans and others, we have continued to refine and build convergence around a framework for the strategic plan. There are many more engagements planned with senate, student government, faculty, and other groups, as well as town halls and online forums. We have also established a set of working groups to delineate priorities for key areas.

OMBUDSPERSON ANNUAL REPORT

Ms Nakata presented on her office’s work for the past year. She noted that her work was two-fold; individual student situations, and engaging with faculty and staff on policy and system matters. Ms Nakata opined that as they worked with individual students the Ombudsoffice those situations to find avenues to advance fairness for students more generally.

The Ombudsperson noted that in 2016 numbers went down. In part this was due to their Okanagan Office closing due to lack of funds. She noted that student union there would like to re-open the office and we are working to do so.

Ms Nakata advised that graduate students were 35 to 40% of business. Most undergrad students are in their senior years. International students seemed to be overrepresented compared to the overall campus demographics. Most students work with the office 3 to 5 times, but some require more contact.

The Ombudsperson noted the following key reflections:

- Demonstrating fairness: Perception is 9/10 fairness. Recognize diversity and be open to difference. Fairness is not sameness.
- Inclusive Design: Must be at the onset, improves accessibility and viability.
• Grad student supervision: integrated and coordinated approach needed; a mutual accountability framework should be understood.

In closing, Ms Nakata made the following recommendations:

• Embed structures to ensure fairness is demonstrated
• Ensure inclusive policy design starts at the beginning of the process
• Implement structural accountability mechanisms for mutually rewarding student–supervisor relationships.

Agenda Committee

PUBLICATION OF SENATE COMMITTEE MINUTES

Dr Harrison presented on behalf of the Agenda Committee.

As one of the governing bodies of The University of British Columbia, the Vancouver Senate has a responsibility to be transparent to its faculty, staff, students and alumni, as well as the broader University community. A key component of this transparency is the timely communication and distribution of information relating to Senate’s decisions – including at the committee level. It is important for the UBC community to be able to view and understand the process and discussion behind motions that Senate considers. Most committees of Senate currently take minutes and approve them at the subsequent meeting of the committee. However, these minutes are not shared with the public.

The Senate Agenda Committee is interested in improving Senate’s transparency and accountability by publishing committee minutes whenever possible, with the understanding that for some committees the nature of their work makes this impossible. The Agenda Committee is seeking the opinion of Senate in pursuing these changes, and commits to consulting with all committees of Senate to ensure that necessarily private and in camera information remains as such. Furthermore, no change will be made to the way minutes are taken in committees, including whether or not minutes are composed at all.

Dr Harrison noted that many committees dealt with matters that it would not be a problem for publication; but that some challenges were identified with certain matters and so the Agenda Committee was bringing this to Senate for discussion.

Dr Tees said that one problem would be the timing. Minutes would potentially be created after the Senate meeting where a final decision was made.

Dr Harrison agreed.
Senator Doering noted that UBC has made significant efforts over the past year to improve transparency at the Board and that this was an effort the Senate could easily make. Having these records public would still be of value.

Senator Haffey spoke in favour of the idea.

Dr Forwell said that she was in favour and that this was overdue. She noted that some in camera discussions were minuted but those minutes were not distributed.

Dr Harrison replied that this sort of detail would be one matter that we would need to consider should this idea be implemented. These sorts of details should be sorted out by each committee.

Senator Ngo asked if this would increase the amount of business for the Senate website.

The Provost asked if there would be a standard for committee minutes; for instance, would statements or opinions be attributed to specific individuals such as they are for Senate.

Dr Harrison replied that this would be up to the committees.

Dr Loewen asked if draft proposals would be included in minutes.

Dr Harrison replied that this was something the committees would need to sort out. In some cases the development and changes to policies may be of interest to people but in others it could cause confusion; committees would need to see what was appropriate.

Senator Krebs spoke in favour, but said minutes should be vetted to ensure ideas are clear. Right now, the campus community was a little disconnected. This could be used as a way to engage with the broader campus community.

Dr Harrison replied that this could work for matters that have long discussions, but for some proposals the lag would not make this possible.

Senator Brar said that the student senators’ focus in this proposal was on the outcomes rather than the discussions.

Senator Schneider said that another aspect could be improved by this proposal was internal communication between committees.

Senator B. Fischer asked if committees could still keep some matters private.

Senator Harrison replied that he was certain that the ability to do so would be needed from time to time, and would be obligatory in situations such as appeals.
Senator Loewen suggested publishing the agendas as well.

Senator Tees suggested doing this as an experiment and monitoring the hit rate for the use of these documents. The senate minutes themselves had the relevant action items and he wasn’t convinced committee minutes would provide further utility.

Dr Harrison proposed that there are groups on campus that would be interested, such as potential senators.

Senator Wang noted that several committees didn’t present proposals frequently to Senate such as the Budget or the Teaching & Learning Committee.

Senator Doering did not agree with Senator Tees on the relevance of hit rates. He suggested that the principles of transparency should rely on quality rather than quantity of engagement.

Senator Burr asked if this was a common practice across Canada.

The Acting Secretary, Mr Eaton, replied that they had looked at the U-15 senates or equivalent bodies and that this was not a common practice.

**Awards Committee**

**NEW AND REVISED AWARDS**

*See Appendix A: Awards Report*

Lawrence Burr  }  That Senate accept the awards as listed and
Lynn Stothers  }  forward them to the Board of Governors for
                  approval; and that letters of thanks be sent to the
                  donors.

Dr Harrison commented on the “TREK Excellence Scholarship for Indigenous Students” noting that only 24 credits were required while all others required 27 in the previous session. He advised that many students would appreciate the credit load being reduced, and noted that the Awards Committee was looking at this matter and said he and others would appreciate the matter being more broadly applied.

Senator Thatchuk asked how the criteria were set for awards.

Dr Burr replied that the University has a policy numbered V-200 on student awards. One challenge for the committee this triennium is to revise that policy. The Committee would
invite suggestions from Senate. The Criteria for awards are negotiated between the donor, Enrolment Services, and the Development Office.

Senator A. MacDougall noted that the word “Society” was struck from award 740. She asked for the rationale.

Dr Burr noted that this was the wording agreed to between the Land & Food Systems Undergraduate Society and the Development Office.

Admissions Committee

UNDERGRADUATE ADMISSIONS

Paul Harrison  
Susan Forwell

That Senate receive the report entitled “New Approach to Holistic Undergraduate Admissions”;

That Senate approve in principle the recommendations and assessment criteria set in that report; and

That Senate direct the Admissions Committee to propose amendments to UBC’s admissions requirements and the academic calendar to implement these recommendations generally, and in particular the relationship and relative weighting of the four criteria listed.

Dr Harrison advised that the key purpose of this proposal was to take greater advantage of information available to us, and to make better admissions decisions as a result.

The proposal recommends that an admission decision consist of four distinct assessments:

1. Academic: Overall. This overall assessment considers the near-entirety of a student’s academic coursework at the Grade 11 and 12 levels. Calculated as the Overall average. The purpose is to gain a complete picture of who the student is as a learner. The assessment is constructed in the same manner for all applicants (regardless of intended program of study at UBC).
   • The overall assessment may be adjusted based upon the breadth of course work (i.e, the number of courses taken), depth of coursework (i.e., enriched courses such International Baccalaureate [IB] or Advanced Placement [AP]), and the individual context of coursework
(i.e., a student who attends a secondary school in a rural community may not be able to present as many

2. Academic: Program-Specific Aptitude. This assessment considers the entirety of a student’s coursework (to most senior level of study) in disciplines relevant to the intended Faculty/Program of study at UBC. Calculated as the *Core average*. The purpose is to assess a student’s potential and preparation for a specific degree program. The construction of the assessment varies based upon the applicant’s intended program of study.

  • The core assessment may be adjusted based upon the breadth of coursework (i.e., the number of courses taken) depth of coursework (i.e., enriched courses such International Baccalaureate [IB] or Advanced Placement [AP]), and relevancy of coursework to the intended program of study.

3. Academic: Key Courses. Minimum grade thresholds are imposed on key courses (e.g., Pre-Calculus 12 for admission to the Bachelor of Science) as determined by the Faculty.

4. Personal: Personal characteristics. This assessment considers personal characteristics, accomplishments, and self-reflection as evidenced on the UBC Personal Profile.

With permission of Senate, Mr Andrew Arida, Director of Undergraduate Admission, presented.

Mr Arida advised currently UBC used three data points for undergraduate admission: An academic average, key course grades, and a personal profile. The BC Curriculum is changing and our existing data points are will be challenged by that new system as the typically, student will have 10-16 courses that are not considered at all in an admissions decision. Mr Arida advised that what the admissions office would propose is to look at everything in grades 11 and 12, and then focus in to relevant courses, and then focus further on key courses that best predict success.

Mr Arida went over the principles for effective undergraduate admission and this informed key principles:

  • Holistic admission: Academic assessment should be robust. Right now we don’t value breadth, depth, or relevancy.

  • Promote positive learning outcomes in high school.

  • Jurisdictional Equity: Currently, UBCs acceptable course list comes from the former provincially-examinable courses. We want to align with other jurisdictions; currently we accept fewer courses from BC than the rest of Canada and actually consider courses from out of province that we wouldn’t consider in BC. We only pick apart a transcript from North America; from Asia or Europe we already look at the entirety of the transcript. 40% of our applicants now are coming from outside of Canada.
Mitigation of average inflation and creating a greater distribution of grades to increases our predictive ability slightly.

Ensuring relevant courses being properly emphasized.

Mr Arida then went over several case studies under both the current and proposed systems.

Senator Bungay asked how diversity of courses being offered would be taken into consideration. Without equity, private school students would have an advantage.

Mr Arida replied that we would have to use discretion to consider situations where students were coming from environments where breadth wasn’t available. Minima would still exist but we would only apply that near thresholds.

Senator Stothers noted that for some languages there weren’t’ available at all at the grade 12 level.

Mr Arida replied that this would be less of an issue in the new system as we could consider grade 11 language courses.

Senator Gallegos asked what the implementation plan would be if approved in principle. Secondly, he asked what the implementation would be for staffing.

Mr Arida replied that this would have less of an impact for applicants outside of North America, and that these currently were around 40% of our applicant pool. For the 60% remaining we will have to build new systems. As Senate knows, we are working towards the Student Information Systems Initiative (SASI); however, there may be a gap of around 2 years but we have started planning to work through that period. For Communicating with schools, we have shared this with the ministry and schools. We Senate’s approval, we aim to implement these changes for September 2019.

Senator Griss expressed a concern that Grade 11 students would have to pre-emptively decide their academic future through their course selections. She suggested that having a requirement for more specific courses was contrary to the idea of holistic admission.

Mr Arida agreed that we would be asking for a little more. Right now our admission system is based on binary rules. We would like the ability to look at other things and this is what was meant by holistic.

Senator Krebs said she liked the idea of holistic admission. She suggested that high school and the start of an undergraduate degree were important developmental time for students and this new system would make students more risk adverse. She asked how we would value extracurricular activities that have people take a lesser course load.
Mr Arida replied that we would continue to have the personal profile. One of the things we want to introduce is for the students to give us information as to why the picked their course load. The point on experimentation is well taken and as a result, the proposal to the Senate Admissions Committee would be to always exclude the lowest course grade that was not relevant to a program at UBC in calculation of overall averages.

Senator Salehmohamed asked if we had data on if we implemented this last year, what percentage difference would we see in this year’s class.

Mr Arida replied that we have modeled how grades and admissions decisions would have changed based on a sample population, but have not done so for an entirely entry class as this would essentially mean doubling the work of the admissions office for a year.

Senator Loewen expressed his surprise that the correlation wasn’t actually that strong on the new model.

Mr Arida replied that his wasn’t about re-engineering the class but rather equity and alignment. Final grades were always better predictors and a more holistic process will give us more final grades.

Senator A. Fischer said he was struck that an overall average was still be used. He asked if we had considered calculating both the new and the original one and then further investigating if there was a variance. He asked if we controlled for local characteristics (such as considering class rank).

Mr Arida replied that right now GPA boosting classes had 25% weight; we would be reducing their effect.

Dr Ross noted there was value in a broad average as well as a control value.

Senator Isaacson asked what the impact would be on enrolment planning thresholds in the early years.

Mr Arida replied that he did not expect it would affect overall numbers but careful planning would have to go in to model decisions for future years.

Senator Ngo asked if this policy would apply to competitive athletics or college transfer.

Mr Arida replied that there were mechanisms to take athletics into consideration. We would like to apply this new process eventually to transfer students. Right now we already do look at all college grades so this would be less of a change for transfer students versus secondary school applicants.
Senator B. Fischer expressed his concern at rural students being disadvantaged in both depth and breadth.

Mr Arida noted that the committee was equally concerned about this being an issue for rural BC. We would need more discretionary admissions and this would mean more work.

Senator Thatchuk noted that UBC itself published a lot of information; he asked if we were pressuring the Ministry of Education to give more information on relative student success. Secondly said UBC had a huge amount of data on relative school success and yet we did not talk about which schools were better predictors of success.

Mr Arida replied that yes, we have seen patterns, but they’re primarily at the district level rather than the specific secondary school; we think that is about socioeconomic factors rather than grading. He acknowledged that there were some schools that were commonly outliers, but overall BC grades do correlate well with success.

Dr Ross advised that we were working diligently to encourage the Ministry of Education to put more information on transcripts but this is a challenge as they philosophically did not agree with the inclusion of such information.

Senator Singh expressed a concern that first nation’s communities or other communities that often had socioeconomic challenges will be further disadvantaged by this system.

Mr Arida replied that breadth and depth were not being required, but this would at least allow us to consider reasons for lack of depth and breadth in coursework.

Senator Singh asked how the four criteria would be weighted.

Mr Arida replied that this would be for the faculties to propose.

Senator Doering asked several questions: what change occurred for the students we did sample, how would we consider breath, He said that he felt there should be breadth considered, how would this affect diversity on campus, and how would be control for bias as more human judgment and interpretation is introduced into the admissions process.

Mr Arida advised that the only way to consider displacement would be to model the entire class. We cannot figure out the total effect with just a sample and we felt this would be too much work. Roughly, we expect 80% of students will be admitted based on numeric cut offs and thus not to be changed by this proposal. Mr Arida agreed that bias could be an issue and we do our best to control for it but there is no way to remove it. If we look at students as individuals we would have to apply some sort of discretionary
judgments. We have to contain discretion but allow for the proper application of discretion.

Senator Ivanov asked if he have looked at how to measure outcome success in 5 to 10 years.

Mr Arida replied that we default to looking at 1st year success as a metric because later years are subject to more variance. In the long term, this would be successful if students in BC felt that UBC valued a wider variety of classes sand focused less on knowing exactly what to do to get in.

Senator Ivanov asked if there was consideration towards randomization for the remaining 20% rather than using a complicated evaluation process.

Mr Arida replied that yes, if we selected the last 20% of each class by sortation the outcomes would likely be the same, but we find it important to show that we consider and value merit in our decision making. By using sortation our outcomes may be the same but our message to the community would be very different.

Senator A. Fischer asked why it would be different to account for district-by-district differences.

Mr Arida said that the analysis that was done was controlled by grades but this did not take into consideration resource availability or other factors in districts.

Senator Boushel asked what the impact UBC’s admissions processes had on high school curriculum.

Mr Arida replied that the impact was large. As an example, a number of years ago we started to accept Law12; it is now the 6th most common class. Conversely, we do not accept psychology 12 so anyone takes it, despite Psychology being one of the most popular subjects at UBC.

Senator Forwell asked for follow up so we could measure and capture any unintended consequences of this change. She asked if there was a consultation with the professional programs that drew students from UBC’s direct entry undergraduate programs.

Mr Arida replied that yes, the impact would be considered regularly by both the Senate Admissions Committee and by the Enrolment Management Committee.

Senator Sapollnik asked if consultation had been done with the AMS and GSS

Mr Arida advised that no, we had not done so.
Senator A. MacDougall asked if we would still continue to modify grades from Alberta and for IB and AP Students.

Mr Arida said that yes, we would continue to adjust average for Albertan students under this proposal, and the IB and AP grades would still be translated into higher averages.

Curriculum Committee

Senator Ian Sapollnik presented on behalf of Dr Peter Marshall, Chair of the Senate Curriculum Committee.

CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Ian Sapollnik
Daniel Lam

That the new courses, and revised degree parchments brought forward by the faculty of Arts, and Graduate and Postdoctoral Studies (Applied Science, Arts, Education, and Medicine) be approved.

Nominating Committee

POLICY 18: APPOINTMENT OF DESIGNATED SENIOR ACADEMIC ADMINISTRATORS

Richard Tees
Susan Porter

That Senate approve the attached amendments to Policy 18 and its procedures with the proviso that the Board of Governors or the President concur with amendments to the Procedures to Policy 18 to change all appointments to be made “by” a Senate to read “by and from” a Senate.

Senator Tees noted that in the course of considering proposed amendments to Policy 18 to formally change the title of “Vice-President Research and International” to “Vice-President Research and Innovation” the Committee had discussed its previous concern with senate
representation no longer being mandated on senior administration search committees and had taken this opportunity to ask that UBC revert back to its previous language.

Senator Doerning asked that it be noted in the minutes that the University Counsel’s submission still included two colleges that no longer existed.

NB: Senator Loewen abstained from this motion.

COMMITEE APPOINTMENTS

Richard Tees
Kevin Doering

That Dr Gage Averill be appointed to the Senate Tributes Committee until 31 August 2020 and thereafter until replaced, to replace Dr Catherine Dauvergne;

That Ms Ainsley MacDougall be appointed to the Senate Curriculum Committee until 31 March 2018 and thereafter until replaced, to fill a vacancy; and

That Ms Alexandra Glinsbockel be appointed to the Senate Library and Tributes committees until 31 March 2018 and thereafter until replaced, to replace Mr Jeffery Solis.

Other Business

Senator Ngo asked about initiatives towards student mental health and was asked to email the secretary for further details.

Adjournment

Seeing no other business, the meeting was adjourned at 8:09 pm.
Appendix A: Awards Report

New Awards – Endowed

Kathleen Cummins (née Jackson) Bursary
Bursaries totalling $1,200 have been made available through an endowment established by the family of Kathleen Cummins to undergraduate students entering second year or later who demonstrate unmet financial need. Preference will be given to students from Trail, British Columbia or the province of Newfoundland and Labrador. Kathleen met her husband George at UBC when Kathleen was the Assistant Dean of Women. Kathleen continued her career in academia, finally retiring from teaching Social Work at Memorial University in Newfoundland in 1988. They had two boys, Brad and Travis, who grew up in Newfoundland. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Michael and Mary Gerry Graduate Scholarship in Physical Chemistry
A $1,200 scholarship has been made available through an endowment established by the late Dr. Michael C.L. Gerry and Mrs. Mary Gerry. The award is offered to a graduate student of high academic standing who has demonstrated excellence in Physical Chemistry. Preference will be given to a student working in the area of Molecular Spectroscopy. Candidates must be Canadian citizens to be considered. The award is to be made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate Studies and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

Cleveland and Rae Hickman Scholarship in Zoology
Scholarships totaling $4,000 have been made available through an endowment established by Cleveland and Rae Hickman to support outstanding students in the Bachelor of Science program in Biology with an interest in animal biology and zoology. These scholarships were created to honor Dr. William S. Hoar, who was Dr. Hickman’s mentor during his time at UBC. Dr. Hickman received his PhD in Zoology in 1958 and became distinguished in the field of zoology, authoring many research papers; textbooks, including the widely used Integrated Principles of Zoology and Animal Diversity; and the Galapagos Marine Life Series of field guidebooks. During their years at the University of Alberta and at Washington and Lee University they both recognized how strongly they have always felt about supporting students in the pursuit of post-secondary education. The scholarships are made on the recommendation of the Department of Zoology under the UBC Biology Program. (First Award Available in the 2018/2019 Winter Session.)

Grace and Alexander MacInnes Award in Occupational and Environmental Health
A $2,000 award has been made available through an endowment established by Grace and Alexander MacInnes to support a graduate student studying in the area of occupational and environmental health. Given the many global challenges we face, there is a pressing need to train researchers who can find solutions to new and existing environmental health issues. Students must be entering their second year of graduate studies, with preference given to students who
have returned to academia after an absence of at least one year and who demonstrate leadership qualities in the course of their studies. The award is made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

New Awards – Annual

The Advocates’ Society Indigenous Student Law Award
Awards totalling $5,100 are offered annually by The Advocates’ Society to Indigenous students and non-Indigenous students entering second or third year of the J.D. program at the Peter A. Allard School of Law who have demonstrated a commitment to Indigenous law and/or Indigenous communities. Financial need may be considered. Indigenous students are defined as First Nations, Inuit, or Métis people of Canada. The award is made on the recommendation of the Peter A. Allard School of Law in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Business Law Clinic Award
Awards totalling $3,000 are offered annually to second or third year J.D. students enrolled in the Business Law Clinic at the Peter A. Allard School of Law who have demonstrated excellence in business law and a commitment to providing business law services to non-profit community organizations and underserved members of the public. This award is made on the recommendation of the Directors of the Business Law Clinic and the Executive Director of the Centre for Business Law at the Peter A. Allard School of Law. (First Award Available in the 2017/2018 Winter Session.)

Dental Hygiene Faculty Award
A $1,000 award is offered annually by members of the Dental Hygiene faculty to a student in the Dental Hygiene Degree Program who has completed their second or third year of study. Preference will be given to a student who has demonstrated courage, resolve, integrity, and collegiality. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2018/2019 Winter Session.)

Dental Hygiene Faculty Graduating Award
A $1,000 award is offered annually by members of the Dental Hygiene faculty to a graduating student in the Dental Hygiene Degree Program. Preference will be given to a student who has demonstrated an aptitude for teaching and research. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2018/2019 Winter Session.)

Manjula and Indrajit Desai Award for Indigenous Students
A $1,000 award is offered annually by Mrs. Manjula Desai in memory of Dr. Indrajit Desai, Professor Emeritus, to a First Nations, Inuit, or Métis undergraduate student of Canada in the
Faculty of Land and Food Systems. The award is made on the recommendation of the Faculty of Land and Food Systems. (First Award Available in the 2017/2018 Winter Session.)

**Kyla Lee Indigenous Law Students Bursary**
Bursaries totalling $3,300 are offered annually by Kyla Lee (J.D. 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate financial need. Preference will be given to First Nations, Inuit, or Métis students of Canada who are sole-supporting and who do not receive Band funding. The bursaries are made on the recommendation of the Peter A. Allard School of Law in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**Eunice Li-Chan Scholarship in Food Science**
Awards totalling $2,000 are offered annually in honour of Professor Emeritus Eunice Li-Chan to students in the Master of Food Science, Master of Science or PhD programs in Food Science. Preference will be given to outstanding students who demonstrate academic excellence, a commitment to the profession, and the potential to advance knowledge or practices in the field of food science. The award is made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

**Master of Health Administration Bursary**
Bursaries are offered annually by the School of Population and Public Health to graduate students in the Master of Health Administration program who demonstrate unmet financial need. Funding is determined annually based on enrolment in the program. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**Mechanical Engineering Class of 1976 Indigenous Student Entrance Award in Engineering**
A $9,250 entrance award is offered annually by the Mechanical Engineering Class of 1976 to an outstanding First Nations, Inuit, or Métis student of Canada entering engineering from a secondary school or transferring from another college or university. Community involvement and leadership skills may also be considered. The award is made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2017/2018 Winter Session.)

**UBC Dentistry DMD Centennial Bursary**
Bursaries totalling $5,000 are offered annually by UBC Dentistry to students in the Doctor of Dental Medicine program who demonstrate unmet financial need. The bursaries commemorate the UBC Centennial and celebrate the University’s first century of achievement and growth. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**UBC Dentistry Dental Hygiene Centennial Bursary**
Bursaries totalling $1,000 are offered annually by UBC Dentistry to students in the Bachelor of Dental Hygiene program who demonstrate unmet financial need. The bursaries commemorate
the UBC Centennial and celebrate the University’s first century of achievement and growth. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**Dr. Michele Williams Outstanding Patient Care Award**
A $1,000 award is offered annually to recognize a 4th year Doctor of Dental Medicine student who is a patient advocate and who demonstrates exceptional patient care. Dr. Michele Williams had a passion for Oral Medicine, education and research. She was known among her students and colleagues for her outstanding patient care. This award has been created by a former Oral Medicine and Oral Pathology resident to honour Dr. Williams and to keep her memory and her legacy alive. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session.)

**Trek Excellence Scholarship for Continuing Indigenous Students of Canada**
Scholarships of $1,500 each are offered to the top 10% of undergraduate First Nations, Inuit, or Métis students of Canada at UBC Vancouver. To be eligible, students must be enrolled in at least 24 credits of course work over the preceding Winter Session. The scholarships are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**Simons Award in Nuclear Disarmament and Global Security**
Awards of $1,000 (undergraduate) or $1,500 (graduate) each are provided annually by the Liu Institute for Global Issues to support full-time UBC undergraduate students of at least third year standing or graduate students who are selected to participate in research on nuclear disarmament and global security, and who satisfactorily complete a research paper. Selection of participants will be based on (1) the potential and originality of the proposed research project, (2) applicants’ research fit and knowledgeability about nuclear disarmament and/or global security, and (3) applicants’ records of achievement; a balance of disciplines, gender, and experience levels will also be taken into consideration. The award is funded by an endowment provided by the Simons Foundation to advance the understanding of disarmament and arms control issues among UBC students. Awards are made on the recommendation of the School of Public Policy and Global Affairs, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

*Previously-Approved Awards with Changes in Terms or Funding Source:*

**7965 - Canadian Federation of University Women - North Vancouver Bursary**
Proposed Award Description
A bursary of $1,000 is awarded bursary has been made available through an endowment established by the Canadian Federation of University Women – North Vancouver to a female undergraduate student enrolled in any year or faculty, who is either a resident of North Vancouver or a graduate of a North Vancouver secondary school (School District #44).
award may be shared if two students meet the criteria. The bursary is adjudicated by Enrolment Services.

Rationale for Proposed Changes
Award description language has been revised to reflect that this award has changed from an annually funded award to an endowment and to reflect Senate’s preferred terminology for bursaries.

1722 - Canadian Academy of Periodontology Book Prize

Proposed Award Name: Canadian Academy of Periodontology Book Prize Award of Excellence
Proposed Award Description
A $400 award is offered annually by the Canadian Academy of Periodontology has established a book prize to be awarded to the fourth year dental student obtaining the highest standing in the subject of periodontology.

Rationale for Proposed Changes
Award description language has been revised to reflect that this award has changed from a book prize to a monetary award.

740 - Agriculture Undergraduate Society Service Award

Proposed Award Name: Agriculture LFS Undergraduate Society Student Service Leadership Award
Proposed Award Description
A $650 award has been endowed of the made available through an endowment established by the Agriculture LFS Undergraduate Society, formerly the Agricultural Undergraduate Society, and is intended to recognize students in the Faculty of Land and Food Systems who have made unselfish contributions to students and faculty life. The prize, books to a value of $650 will be chosen considering the recipient's area of interest in the field of agriculture. The recipient of the award will be nominated by the Agriculture LFS Undergraduate Society Council and by the members of the Faculty. The final selection will be made by the Faculty of Land and Food Systems Awards Committee. Candidates must have at least a second class standing.

Rationale for Proposed Changes
Upon request from the Land and Food Systems Undergraduate Society and in collaboration with the LFS Development team, we are revising the name and description of this award to reflect the current name of the Land and Food Systems Undergraduate Society. The word 'service' is being replaced with 'leadership' to better reflect the original intent of the award. The award description language has been updated to reflect Senate’s preferred terminology for endowed awards.
8198 - Hilda Ellen Silver Karst Memorial Bursary

Proposed Award Name: Hilda H. Ellen Silver Karst Memorial Bursary
Proposed Award Description
A $500 bursary has been made available through an endowment established by family and friends in memory of Hilda H. Ellen Silver Karst and is offered to an undergraduate student in Education.

Rationale for Proposed Changes
Upon request of the daughter of Hilda Ellen Silver Karst, who is the donor of this award, and in collaboration with the Education Development team we are revising the award description and title to reflect Ms Karst's preferred name. The award description language has been updated to reflect Senate's preferred terminology for endowed awards.

2011 - NITEP Aurora Award

Proposed Award Description
An award of $3,000 has been established in is offered annually to support of a student entering the first year of the Native Indian Teacher Education Program (NITEP). The award may be renewed for up to three two years, subject to the student's satisfactory completion of the previous year and enrolment in a following year of study in the NITEP. Only one student receives the award each year. Preference will be given to a mature student in financial need. The award is made on the recommendation of NITEP.

Rationale for Proposed Changes
In collaboration with NITEP, the Education Development team, Enrolment Services, and the donor, the award description has been updated to reflect the donor’s intent of supporting three students in an academic session for a period of three years of study. Award language has been updated to reflect Senate’s preferred terminology for annual awards.

4837 - Goel Prize in Political Science

Proposed Award Name: Goel Akanksha Stevens Prize in Political Science
Proposed Award Description
A $500 graduating prize is offered by Dr. and Mrs. D.P. the Goel and family in memory of the victims of the Jewish Holocaust. The award is offered to an outstanding graduating student in Political Science and is made on the recommendation of the department, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.
Rationale for Proposed Changes
In collaboration with the Arts Development team and as requested by the donor, the name of the award has been updated to recognize the name of one of the donor’s children.
Appendix B: Curriculum Report

FACULTY OF ARTS
New course
ASIA 592 (3) The Profession of Asian Studies

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science
New courses
NAME 581 (3) Ship Design

Arts
New courses
LING 503 (3) Topics in Language Acquisition; LING 511 (3) Topics in Phonology;
LING 513 (3) Topics in Phonetics; LING 521 (3) Topics in Syntax; LING 527 (3) Topics in
Semantics

Revised degree parchments
Master of Arts in Gender, Race, Sexuality and Social Justice; Doctor of Philosophy in
Gender,
Race, Sexuality and Social Justice

Education
New courses
EDCP 544 (3) Mathematics and Science Teaching and Learning with Technologies;
LLED 560 (3) Picturebooks and Literacy Development

Medicine
New course
SURG 516 (3) Program Planning and Evaluation in Surgical Care Low Resource Settings
31 October 2017

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minute

The Tributes Committee has prepared a memorial minute for the following individual:

Dr. Robert Kubicek

Motion: That Senate approve the Memorial Minute for Dr. Robert Kubicek, that it be entered into the Minutes of Senate and copies be sent to the family of the deceased.

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee
Dr. Robert Kubicek

Robert Kubicek was born in Drumheller, Alberta, in 1935. Educated at the University of Alberta, the London School of Economics, and Duke University, Dr. Kubicek was a member of the Department of History at UBC for 37 years. He served as a member of Senate from 1972 to 1975 as a representative of the joint faculties.

Dr. Kubicek’s primary research interest was the history of the British Empire, with a focus on the administrative, economic, and technological aspects of the Empire in the 19th century. He published widely on subjects that ranged from class relations in South Africa, to the history of mining in British Columbia, to 19th century ship design. Dr. Kubicek was known as a conscientious teacher and dedicated supervisor to his graduate students.

Inducted into the Quarter Century Club in 1996, Dr. Kubicek’s contributions to the University were extensive and varied. In addition to his time on Senate, he served terms as President of the Faculty Association, Associate Dean of the Faculty of Arts, and Head of the Department of History. Dr. Kubicek retired as Professor Emeritus in 2000.

In his retirement, Dr. Kubicek enjoyed fly-fishing with the Harry Hawthorn Club, and was an active member of the Men’s Mid-Week Golf Club at the University Golf Club.

To his family and friends, the Senate and the University of British Columbia offers their condolences and thanks.
October 8, 2017

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (November 2017)

New Awards – Endowed

David Black Thunderbird Men's Basketball Award
One award to the maximum allowable value under athletic association guidelines has been made available through an endowment to a member of the Thunderbird Men's Basketball team in any year of study who has demonstrated excellent leadership skills and maintained good academic standing. Preference will be given to a graduate of Victoria High School in Victoria, BC; or a high school on Vancouver Island; or a student who is a Canadian citizen. The award is made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

Dell and Del Johnson Memorial Prize in Nursing
A $1,200 prize has been made available through an endowment established by Cathy Ebbehoj (BSN 1975, MSN 1999), a retired faculty member of the UBC School of Nursing, to the graduating student who achieves the overall top grade in the Bachelor of Science in Nursing program. This prize was established in honour of Cathy’s parents Dell and Del Johnson, who both deeply valued education and in memory of Cathy’s classmate Laura-Lynne McBain (1952 – 2006) who achieved top marks in the BSN class of 1975. The prize is made on the recommendation of the School of Nursing. (First Award Available in the 2017/2018 Winter Session.)

Michael John Page Postdoctoral Fellow Award
Awards totalling $1,200 have been made available through an endowment to recognize postdoctoral fellows who reflects Dr. Page’s academic excellence and his passion for life. These awards are open to Postdoctoral Fellows (PDF) in the Department of Biochemistry & Molecular Biology or the Centre for Blood Research in recognition of outstanding academic achievement combined with significant extra-curricular achievements (both scientific and non-scientific). Nominees must have held a PDF appointment at UBC for at least one year. The awards will be made on recommendation of the Postdoctoral Fellow’s research supervisor; each research supervisor may nominate only one PDF per year. The nominator must hold an appointment as a
full member of the Department of Biochemistry & Molecular Biology or be an Investigator in the Centre for Blood Research. (First Award available in the 2018/19 academic session.)

Leon Tuey Bursary in Art Education
Bursaries totalling $2,000 have been made available through an endowment established by Leon Tuey for students who are studying art education in the Faculty of Education. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018/19 academic session.)

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New Awards – Annual

Maureen Howe AWF Lifetime Achievement Award
A $3,750 award is offered annually by the Association of Women in Finance in honour of Maureen Howe to a female undergraduate student entering the third year of the Bachelor of Commerce program at the UBC Sauder School of Business who has achieved outstanding academic merit. Preference is given to a student who is specializing in finance, has a history of community service, plans to pursue a career in finance and has demonstrated an ability to overcome adversity. Maureen is the former managing director of Equity Research with RBC Capital Markets and is currently on the board of directors of several Canadian companies and foundations. The award is made on the recommendation of the UBC Sauder School of Business. (First Award Available in the 2017/2018 Winter Session.)

Master of Community and Regional Planning Bursary
Bursaries are offered annually by the Faculty of Applied Science to graduate students in the Master of Community and Regional Planning program who demonstrate financial need. Available funding is determined based on the number of students enrolled in the program. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018 Summer Session.)

Dr. Geoffrey Newman Graduate Scholarship in Music
Scholarships totalling $7,500 are offered annually by Dr. Geoffrey Newman to graduate students in the School of Music who demonstrate commitment and exceptional talent in voice or instrumental performance. Geoffrey is a scholar and a music journalist who benefited from extensive musical education. It is his hope to inspire deeper interest in classical music among UBC students. The scholarships are made on the recommendation of the School of Music in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)
Tianzhu Fellowship in Buddhist Studies
Fellowships totalling $40,000 are offered annually by the Liuzu Temple of Guangdong for graduate students in the Faculty of Arts undertaking research on East Asian Buddhist Studies. Preference will be given to students researching Chinese Buddhism. The fellowships are renewable for a period of three years or until a graduate degree is completed, whichever is shorter. The fellowships are made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/18 Winter Session.)

President’s Award for Distinguished Service by a UBC Emeritus.
One or more awards of $1000 are offered annually by the UBC Association of Professors Emeritus to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of their choosing. Nominations for the award may be made by any Emeritus to the Vice Provost’s Office, UBC. The first Award will be in 2017-2018. Eligibility: all persons listed under “Emeritus Staff” in The UBC Vancouver Academic Calendar.

Previously-Approved Awards with Changes in Terms or Funding Source:

7319 - Medicine Class of 1966 Fred Scriver Memorial Bursary

Current Award Description
Bursaries totalling $3,000 have been endowed by members of the Graduating Class of Medicine 1966 in memory of their late classmate, Fred Scriver, to aid students in the M.D. Program who are in need of financial assistance.

Proposed Award Name: Medicine Class of 1966 Fred Scriver UBC MED ’66 Memorial Bursary

Proposed Award Description
Bursaries totalling $3,000 have been endowed made available through an endowment by members of the Graduating Class of Medicine 1966 in memory of their late classmate, Fred Scriver, to aid students in the M.D. Program who are in need of financial assistance for medical students who demonstrate financial need. Originally established in 2007 to recognize the untimely passing of classmate Fred Scriver, the bursaries also honour the memories of additional classmates who are no longer with us while recognizing each classmate's unique area of contribution and the unique challenges that life has brought. The bursaries are adjudicated by Enrolment Services.
Rationale for Proposed Changes
Upon the request of The Graduating Class of Medicine 1966 as represented by Dr. Steve Tredwell, and supported by Fred Scriver’s widow, and in collaboration with the Medicine Development team, we are revising the name of the “Graduating Class of Medicine 1966 Fred Scriver Memorial Bursary” to the new name “UBC MED ’66 Memorial Bursary” to better reflect that the fund is in memory of all classmates who have died.

1830 - Impact of Ten Dental Hygiene Scholarship
Current Award Description
A $1,550 scholarship has been endowed by the Impact of Ten group - alumni and friends of the UBC Dental Hygiene Degree Program. It is awarded to a 4th year student enrolled in the Dental Hygiene Degree Program. The recipient is selected on the basis of academic standing. Recommendations are made by the Faculty of Dentistry.

Proposed Award Description
A $1,550 Scholarships totalling $1,550 have been made available through an endowment established by the Impact of Ten group - alumni and friends of the UBC Dental Hygiene Degree Program. The scholarships are awarded to a 4th year students enrolled in the Dental Hygiene Degree Program. The recipient is selected on the basis of academic standing. The scholarships are made on the recommendations are made by the Faculty of Dentistry.

Rationale for Proposed Changes
Upon the request of the donors and the Dental Development team, we are revising the award description to offer multiple scholarships as the endowment has grown in size.
3 November 2017

To: Vancouver Senate

From: Admissions Committee

Re: Changes in Admission Requirements for Direct-Entry Undergraduate Applicants – Canadian Aboriginal Languages (approval)

The Committee has reviewed and recommends to Senate changes in admission requirements for direct-entry undergraduate applicants. The proposed changes includes specific inclusion of SENĆOŦEN and Gitxsenimx ~ Gitxsanimax 11 and Gitxsenimx ~ Gitxsanimax 2 as approved language courses which can be presented for admission. Canadian Aboriginal languages not currently on the list of approved language courses may also be presented for admission. Finally, the proposed changes allow for applicants to present a combination of secondary courses and a Canadian Aboriginal language post-secondary course to meet admission requirements.

Applicants may present a Canadian Grade 12 Aboriginal language course or Canadian Aboriginal language post-secondary course from a recognized institution, for admission in place of one Grade 12 approved course.

Motion: To approve the proposed changes in admission requirements for direct-entry undergraduate applicants, effective for entry to the 2018 Winter Session and thereafter.

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee
# UBC Admissions Proposal Form

## Admission Requirements

<table>
<thead>
<tr>
<th>Department:</th>
<th>Date: 20 October 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Approval Date:</td>
<td>Contact Person: Meika Taylor</td>
</tr>
<tr>
<td>Effective Session:</td>
<td>Phone: 7-2109</td>
</tr>
<tr>
<td>Year for Change:</td>
<td>Email: <a href="mailto:meika.taylor@ubc.ca">meika.taylor@ubc.ca</a></td>
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</tbody>
</table>

URL for Calendar:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,846,0

### Proposed Calendar Entry:

- **Homepage → Admissions → Applicants Following the BC/Yukon Secondary School Curriculum → Post-secondary Courses that Count Toward BC or Yukon High School Graduation**

### Post-secondary Courses that Count Toward BC or Yukon High School Graduation

UBC recognizes certain post-secondary courses, completed as part of the high school graduation requirements, for admission and for transfer credit.

For the purpose of admission, all post-secondary courses completed toward high school graduation must satisfy the requirements of the program of study to which an applicant is admitted. **These courses** must be transferable to UBC in accordance with agreed-upon equivalencies published in the **BC Transfer Guide**.¹ Successfully completed post-secondary courses are considered electives and will not be used in place of required Grade 12 courses.

The admission average will be calculated on English 12 and three additional approved examinable Grade 12 courses or approved post-secondary course(s).

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¹ BC Transfer Guide: [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,846,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,846,0)

### Present Calendar Entry:

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The admission average will be calculated on English 12 and three additional approved examinable Grade 12 courses or approved post-secondary course(s).
approved post-secondary course(s).
Applicants must arrange to have an official transcript sent directly from their post-secondary institution to UBC Undergraduate Admissions.

Courses successfully completed at recognized colleges and universities in BC and Yukon are granted transfer credit in accordance with agreed-upon equivalencies published in the BC Transfer Guide.

¹With the exception of Canadian Aboriginal language post-secondary courses. Contact Undergraduate Admissions for more information.

URL for Calendar:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,846,0

Present Calendar Entry:

Applicants Following the BC/Yukon Secondary School Curriculum

Contents

Admission Requirements
Post-secondary Courses that Count Toward BC or Yukon High School Graduation
Post-secondary Courses Outside of High School Graduation Transition Program
Concurrent Enrolment Policy
British Columbia Adult Graduation Diploma (BCAGD)
Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

UBC recognizes Canadian Aboriginal language post-secondary courses for admission and for transfer credit.

For the purpose of admission, the admission average will be calculated on English 12 and three additional approved Grade 12 courses or approved post-secondary course(s). Applicants

Applicants must arrange to have an official transcript sent directly from their post-secondary institution to UBC Undergraduate Admissions.

Courses successfully completed at recognized colleges and universities in BC and Yukon are granted transfer credit in accordance with agreed-upon equivalencies published in the BC Transfer Guide.

URL for Calendar:
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URL:  
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0

Proposed Calendar Entry

Homepage → Admissions → Applicants
Following the BC/Yukon Secondary School Curriculum→Admission Requirements

Academic criteria are the primary basis for determining admissibility to UBC's Vancouver campus; however, many programs consider non-academic information as well. Academic averages for the purpose of admission to UBC's Vancouver campus are primarily based on Grade 12 final or in-progress course grades available in the spring; however, an applicant's full academic history (including grades for completed Grade 11 courses) may be considered, particularly where sufficient Grade 12 information is not yet available.

…..

Approved Grade 12 Courses¹,³

URL:  
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0

Present Calendar Entry

Homepage → Admissions → Applicants
Following the BC/Yukon Secondary School Curriculum→Admission Requirements

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<table>
<thead>
<tr>
<th>Approved Grade 12 Courses²</th>
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<tbody>
<tr>
<td>American Sign Language (ASL)</td>
</tr>
<tr>
<td>BC First Nations Studies 12</td>
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<tr>
<td>Biology 12</td>
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<tr>
<td>Calculus 12</td>
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<tr>
<td>Chemistry 12</td>
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<tr>
<td>Economics 12</td>
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<tr>
<td>English Literature 12</td>
</tr>
<tr>
<td>English 12 or English 12 First Peoples</td>
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<tr>
<td>Français Langue 12 or French 12</td>
</tr>
<tr>
<td>Geography 12</td>
</tr>
<tr>
<td>Geology 12</td>
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<tr>
<td>German 12</td>
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<tr>
<td>Halq'eméylem 12</td>
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<tr>
<td>Heiltsuk 12</td>
</tr>
<tr>
<td>History 12</td>
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<tr>
<td>Hul'q'umi'num' 12</td>
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<tr>
<td>Japanese 12</td>
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<tr>
<td>Kwak'wala 12¹</td>
</tr>
<tr>
<td>Law 12¹</td>
</tr>
<tr>
<td>Liqwala/Kwak'wala 12</td>
</tr>
<tr>
<td>Mandarin 12</td>
</tr>
<tr>
<td>nsíylxcen 12</td>
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<tr>
<td>Nte?kepmxcin 12</td>
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<tr>
<td>Nuu-chah-nulth 1</td>
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<tr>
<td>Principles of Mathematics 12 or Pre-Calculus</td>
</tr>
<tr>
<td>Physics 12</td>
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<tr>
<td>Punjabi 12</td>
</tr>
<tr>
<td>Secwepemetsin (Shuswap Language) 12</td>
</tr>
<tr>
<td>Sim'algaxhl Nisga'a 12</td>
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<tr>
<td>Sm'algaxyl 12</td>
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</table>

| American Sign Language (ASL) |
| BC First Nations Studies 12 |
| Biology 12 |
| Calculus 12¹ |
| Chemistry 12 |
| Economics 12¹ |
| English Literature 12 |
| English 12 or English 12 First Peoples |
| Français Langue 12 or French 12 |
| Geography 12 |
| Geology 12 |
| German 12 |
| Halq'eméylem 12¹ |
| Heiltsuk 12¹ |
| History 12 |
| Hul'q'umi'num' 12¹ |
| Japanese 12 |
| Kwak'wala 12¹ |
| Law 12¹ |
| Liqwala/Kwak'wala 12¹ |
| Mandarin 12 |
| nsíylxcen 12¹ |
| Nte?kepmxcin 12¹ |
| Nuu-chah-nulth 1² |
| Principles of Mathematics 12 or Pre-Calculus 12 |
| Physics 12 |
| Punjabi 12 |
| Secwepemetsin (Shuswap Language) 12¹ |
| Sim'algaxhl Nisga'a 12¹ |

²Approved Grade 12 Courses
All Grade 12 Canadian Aboriginal Language courses in BC are eligible for consideration as approved Grade 12 courses. Please contact Undergraduate Admissions for more information.

2 Technological limitations prevent UBC from appropriately reflecting some languages in the Calendar. We are working to address this for the future.

### Approved Grade 11 Language Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Athapaskan (with Athapaskan 12)</td>
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<td>American Sign Language (ASL)</td>
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<tr>
<td>Chilcotin</td>
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<tr>
<td>Français (Communication et Literature)</td>
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<tr>
<td>Français (Langue)</td>
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<tr>
<td>French</td>
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<tr>
<td>German</td>
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<tr>
<td>Gitksan</td>
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<td>Halq'eméylem</td>
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<tr>
<td>Hebrew²</td>
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<td>Heiltsuk</td>
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<tr>
<td>Hul'q'umi'nun'</td>
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<tr>
<td>IB Ab Initio Language²</td>
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<tr>
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<tr>
<td>Japanese</td>
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<tr>
<td>Korean</td>
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<tr>
<td>Kwak'wala</td>
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<tr>
<td>Latin</td>
</tr>
<tr>
<td>Liqwala/Kwak'wala</td>
</tr>
</tbody>
</table>

1 All Grade 12 Canadian Aboriginal Language courses in BC are eligible for consideration as approved Grade 12 courses. Please contact Undergraduate Admissions for more information.

4 Eligible for inclusion in admission averages for students applying to enter UBC in 2012 and beyond.
<table>
<thead>
<tr>
<th>Language</th>
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<td>Liqwa/Kwak'wala</td>
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<tr>
<td>Musqueam³</td>
<td>Mandarin Chinese</td>
</tr>
<tr>
<td>Nisga'a</td>
<td>Musqueam⁵</td>
</tr>
<tr>
<td>nsíylxcen</td>
<td>Nisga'a</td>
</tr>
<tr>
<td>Nteʔkepmxcin</td>
<td>nsíylxcen</td>
</tr>
<tr>
<td>Nuu-chah-nult</td>
<td>Nteʔkepmxcin</td>
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<td>Nuxhalk</td>
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<tr>
<td>Sechelt</td>
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<tr>
<td>Secwepemcetsin (Shuswap)</td>
<td>Sechelt</td>
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<tr>
<td>SENĆOŦEN 12</td>
<td>Secwepemcetsin (Shuswap)</td>
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<td>Shashishalhem (Sechelt Language)</td>
<td>Shashishalhem (Sechelt Language)</td>
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<td>Sim'algaxhl Nisga'a</td>
<td>Sim'algaxhl Nisga'a</td>
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<td>Tsek'ene</td>
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<tr>
<td>Upper St'at'imcets</td>
<td>Upper St'at'imcets</td>
</tr>
</tbody>
</table>

1 External Language Certificate 11 or External Language Assessment 11 will meet the language 11 admission requirement.
2 King David High School or Pacific Torah Institute.
3 Taught through UBC courses FNEL 101 and 102.
4 Technological limitations prevent UBC from appropriately reflecting some languages in the Calendar. We are working to address this for the future.
5 Applicants may present any International Baccalaureate (IB) Ab Initio Language in place of Language 11.

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**Canadian Aboriginal Language Post-Secondary Courses**

UBC recognizes Canadian Aboriginal language post-secondary
courses from a recognized institution for admission in place of one Grade 12 course. Please contact Undergraduate Admissions for more Information.

URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,69,0

Proposed Calendar Entry

Introduction

Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required.

Applicants must present English to the senior year level and a minimum final grade of 70% (or equivalent) in either English 11 or English 12. All prescribed subjects for the university studies sought, including a minimum standing in some courses, are required. (See the table Specific Program Requirements.)

Applicants must present an admission average that meets or exceeds the minimum academic standard for secondary school applicants.

The following Provincial Requirements apply:

- **Ontario.** Ontario Secondary School Diploma with six appropriate Ontario Academic Courses (OACs) including English (OAC I) or a minimum of six Grade 12 U/M

URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,23,69,0

Present Calendar Entry

Introduction

Applicants who have followed an academic program leading to university entrance will be considered for admission. Graduation from a recognized secondary school is required.

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Applicants must present an admission average that meets or exceeds the minimum academic standard for secondary school applicants.

The following Provincial Requirements apply:

- **Ontario.** Ontario Secondary School Diploma with six appropriate Ontario Academic Courses (OACs) including English (OAC I) or a minimum of six Grade 12 U/M
Courses including English (ENG4U).

- **Quebec.** Applicants graduating from the 11-year école secondaire system are not considered for direct admission to UBC. Such students are considered only after one year in a pre-university diploma program at a CEGEP. For more information, see [Applicants from a CEGEP](#).

- **Alberta, Saskatchewan, Manitoba, New Brunswick, Nova Scotia, PEI, Newfoundland, Northwest Territories, and Nunavut.** Grade 12 graduation with standing in at least five appropriate academic Grade 12 courses including English.

- **For all provinces and territories:** UBC recognizes Canadian Grade 12 Aboriginal language course and Canadian Aboriginal language post-secondary courses from a recognized institution for admission in place of one Grade 12 approved course. Please contact Undergraduate Admissions for more information.

The minimum period of study for a UBC degree is four years.

Further information on appropriate academic courses is available through [youbc Vancouver](#).

<table>
<thead>
<tr>
<th>Type of Action:</th>
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<tbody>
<tr>
<td>Specific inclusion of SENĆOŦEN and Gitxsenimx ~ Gitxsanimax at the grade 11 and grade 12 level since these have already been approved by the BC Ministry and we want to continue to promote these language courses as specific opportunities for prospective students. As students apply and present languages not included on this list we can track and amend as needed (or until the admissions procedures change to a holistic process for all students). This is</td>
</tr>
</tbody>
</table>

Further information on appropriate academic courses is available through [youbc Vancouver](#).
not to say that Canadian Aboriginal language courses not on this list will not be considered – we simply want students to contact our admissions office with their transcripts showing other Aboriginal language courses.

- Aboriginal Language courses not on this list will need to be presented to the admissions office on a transcript (but do not need to be approved by the BC Ministry of Education)

- Post-Secondary courses have been divided into two sections now:
  - 1) Post-Secondary Courses that Count Toward BC or Yukon High School Graduation AND
  - 2) Post-Secondary Courses Outside of High School Graduation Requirements

  Allow for students to present a combination of secondary courses with a Canadian Aboriginal Language post-secondary course as a basis of admission. (i.e. if a student needs English 12 + 3 other approved grade 12 courses for admission we will allow them to take English 12 + 2 other approved grade 12 courses + 1 post-secondary Canadian Aboriginal Language course).

- Note – the use of Aboriginal, rather than First Nations is intentional – to allow for the possibility of Michif as a language course (Métis language).

As a reminder, we can already waive the BC Language 11 requirement for Aboriginal students – to encourage (and/or not penalize) them to study their own languages at home that may not have a structured curriculum to follow in an institutional setting.

**Rationale:** the proposed changes allow UBC to continue to support and encourage students to study endangered languages and allow for UBC to become more diverse, representative and inclusive of Aboriginal students by increasing access to post-secondary education for rural and remote students whose schools may have limited capacity to offer a breadth of courses that qualify for admission.
15 November 2017

To: Vancouver Senate

From: Senate Curriculum Committee

Re: November Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the material forwarded to it by the faculties and encloses those proposals it deems as ready for approval.

The following is recommended to Senate:

**Motion:** “That the new courses and new program requirements brought forward by the faculty of Applied Science, Arts, Education, Forestry, Graduate and Postdoctoral Studies (Law, Medicine, Pharmaceutical Sciences), Land and Food Systems, and Pharmaceutical Sciences be approved.”

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee
FACULTY OF APPLIED SCIENCE
New course
APSC 402 (3) Living Language: Science and Society

ARTS
New course
ASTU 402 (3) Living Language: Science and Society

EDUCATION
New course
LLED 402 (3) Living Language: Science and Society

FORESTRY
New course
FRST 402 (3) Living Language: Science and Society

LAND AND FOOD SYSTEMS
New course
LFS 402 (3) Living Language: Science and Society

PHARMACEUTICAL SCIENCES
New courses
PHAR 402 (3) Living Language: Science and Society; PHRM 455 (0) PharmD Registration

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES
Law
New program requirements
G+PS>Laws>Master of Laws
Medicine
New concentration
Master of Science in PPH>Health Economics concentration
New courses
SPPH 546 (3) Introduction to Health Economics; SPPH 549 (3) Advanced Economic Evaluation in Healthcare
Pharmaceutical Sciences
New course
PHAR 560 (3) Advanced Economic Evaluation in Health Care
UBC Curriculum Proposal Form
New Course

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<td>January 20, 2017</td>
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<tr>
<td>Contact Person:</td>
<td>Janet Werker</td>
</tr>
<tr>
<td>Phone:</td>
<td>604-822-6741</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jwerker@psych.ubc.ca">jwerker@psych.ubc.ca</a></td>
</tr>
</tbody>
</table>

New Calendar Entry:

**APSC 402 (3) Living Language: Science and Society**

Multidisciplinary course in which students, individually and in groups, examine, integrate and apply subject-specific knowledge through the lens of language and the framework of the language sciences, with a focus on themes of real-world importance.

*Prerequisites:* Fourth-year standing or permission of the instructor. *Equivalencies:* ASTU 402, FRST 402, LFS 402, LLED 402, PHAR 402.

Present Calendar Entry: n/a

Type of Action: New Course

Rationale for Proposed Change:

Using the vehicle of the language sciences, APSC 402 will allow senior undergraduate students from across the university to become the owners of the knowledge they have gained at UBC, to understand the power and limitations of that knowledge, and to position them to build on, and become active curators, creators, and appliers of knowledge as they move forward. Students will reflect on what they have learned at UBC, situate it within new knowledge about the language sciences they are acquiring as part of the course, and begin the transition from their undergraduate education into the next phases of their lives. This course focuses on language and the language sciences as it is the foundation of human culture and shared knowledge--from the creation and acquisition of spoken language through writing systems, texts of all kinds, arts, culture, technology, etc. As such, it is of relevance to all UBC students, no matter their background or future plans.

The course introduces students to broad areas of human experience in which language plays a pivotal role, such as Population Mobility, Health and Wellness, and Technology and the Digital Economy. The examples discussed in these areas will both demonstrate the
importance of considering language in exploring questions in these areas, and will introduce key topics in the language sciences, including the formal properties of language and ways of studying language. In each of these areas, and in a final integrative exercise, students will examine and develop, in multidisciplinary groups, the knowledge they have gained over the course of their undergraduate study using as focus the lens of the language sciences. They will also work towards becoming expert language users: that is, expert communicators and translators of their knowledge, both orally and in writing, with a wide range of audiences in a variety of contexts.

To ensure that APSC402 is truly inter- and cross-disciplinary, this course will be taught by two instructors. In the initial offerings of this course, ideally, these instructors will come from two different Faculties; if this is infeasible for a particular offering of the course, they could come from two different departments within the same Faculty. We also suggest that in the future, one of the instructors could come from outside of UBC; e.g., a policymaker, innovator, educator, or other individual involved in language and/or the language sciences in the greater Vancouver community. Having two instructors will allow students to encounter a range of perspectives on language and the language sciences, and to engage in dialogues which would not be possible with a single instructor representing a single field and viewpoint. These diverse viewpoints and perspectives will greatly assist students in integrating their existing disciplinary knowledge with their new knowledge of language and the language sciences, and in becoming expert in communicating clearly with audiences with different knowledge bases and viewpoints. Having two instructors from different Faculty, department, or institutional backgrounds will not only provide interdisciplinary viewpoints, but will also foster an environment which welcomes students from all disciplines, and will thus be more likely to draw students from across the university than a course with one instructor.
### ASTU: Arts Studies

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<td>Effective Session (W or S):</td>
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<td>Effective Academic Year:</td>
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<tr>
<td>Date:</td>
<td>January 20, 2017</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Janet Werker and Lois Nightingale</td>
</tr>
<tr>
<td>Phone:</td>
<td>604-822-6741</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jwerker@psych.ubc.ca">jwerker@psych.ubc.ca</a>; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a></td>
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<tr>
<td>Type of Action:</td>
<td>New Course</td>
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</table>

#### Proposed Calendar Entry:

**ASTU 402 (3) Living Language: Science and Society**

Multidisciplinary course in which students, individually and in groups, examine, integrate and apply subject-specific knowledge through the lens of language and the framework of the language sciences, with a focus on themes of real-world importance.

**Prerequisites:** Fourth-year standing or permission of the instructor.

**Equivalencies:** APSC 402, FRST 402, LFS 402, LLED 402, PHAR 402

#### Rationale for Proposed Change:

Using the vehicle of the language sciences, ASTU 402 will allow senior undergraduate students from across the university to become the owners of the knowledge they have gained at UBC, to understand the power and limitations of that knowledge, and to position them to build on, and become active curators, creators, and appliers of knowledge as they move forward. Students will reflect on what they have learned at UBC, situate it within new knowledge about the language sciences they are acquiring as part of the course, and begin the transition from their undergraduate education into the next phases of their lives. This course focuses on language and the language sciences as it is the foundation of human culture and shared knowledge--from the creation and acquisition of spoken language through writing systems, texts of all kinds, arts, culture, technology, etc. As such, it is of relevance to all UBC students, no matter their background or future plans.

The course introduces students to broad areas of human experience in which
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To ensure that ASTU 402 is truly inter- and cross-disciplinary, this course will be taught by two instructors. In the initial offerings of this course, ideally, these instructors will come from two different Faculties; if this is infeasible for a particular offering of the course, they could come from two different departments within the same Faculty. We also suggest that in the future, one of the instructors could come from outside of UBC; e.g., a policymaker, innovator, educator, or other individual involved in language and/or the language sciences in the greater Vancouver community. Having two instructors will allow students to encounter a range of perspectives on language and the language sciences, and to engage in dialogues which would not be possible with a single instructor representing a single field and viewpoint. These diverse viewpoints and perspectives will greatly assist students in integrating their existing disciplinary
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**UBC Curriculum Proposal Form**

**New Course**

<table>
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<th><strong>Category:</strong></th>
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**Faculty:** Education  
**Department:** Language and Literacy Education  
**Faculty Approval Date:** May 9, 2017  
**Effective Session (W or S):** Winter  
**Effective Academic Year:** Sept 2017

**Date:** March 14, 2017  
**Contact Person:** Janet Werker  
**Phone:** 604-822-6741  
**Email:** jwerker@psych.ubc.ca

**Proposed Calendar Entry:**

(40 word limit for course descriptions)

**LLED 402 (3) Living Language: Science and Society**  
Multidisciplinary course in which students, individually and in groups, examine, integrate and apply subject-specific knowledge through the lens of language and the framework of the language sciences, with a focus on themes of real-world importance.

**Prerequisites:** Fourth-year standing or permission of the instructor.  
**Equivalencies:** APSC 402, ASTU 402, FRST 402, LFS 402, PHAR 402

**URL:**  
http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LLED

**Present Calendar Entry:** n/a

**Type of Action:** New Course

**Rationale for Proposed Change:**

Using the vehicle of the language sciences, LLED 402 will allow senior undergraduate students from across the university to become the owners of the knowledge they have gained at UBC, to understand the power and limitations of that knowledge, and to position them to build on, and become active curators, creators, and appliers of knowledge as they move forward. Students will reflect on what they have learned at UBC, situate it within new knowledge about the language sciences they are acquiring as part of the course, and begin the transition from their undergraduate education into the next phases of their lives. This course focuses on language and the language sciences as it is the foundation of human culture and shared knowledge--from the creation and acquisition of spoken language through writing systems, texts of all kinds, arts, culture, technology, etc. As such, it is of relevance to all UBC students, no matter their background or future plans.

The course introduces students to broad areas of human experience in which language plays a pivotal role, such as Population Mobility, Health and Wellness, and Technology and the Digital Economy. The examples discussed in these areas will both demonstrate the importance of considering language in
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To ensure that LLED 402 is truly inter- and cross-disciplinary, this course will be taught by two instructors. In the initial offerings of this course, ideally, these instructors will come from two different Faculties; if this is infeasible for a particular offering of the course, they could come from two different departments within the same Faculty. We also suggest that in the future, one of the instructors could come from outside of UBC; e.g., a policymaker, innovator, educator, or other individual involved in language and/or the language sciences in the greater Vancouver community. Having two instructors will allow students to encounter a range of perspectives on language and the language sciences, and to engage in dialogues which would not be possible with a single instructor representing a single field and viewpoint. These diverse viewpoints and perspectives will greatly assist students in integrating their existing disciplinary knowledge with their new knowledge of language and the language sciences, and in becoming expert in communicating clearly with audiences with different knowledge bases and viewpoints. Having two instructors from different Faculty, department, or institutional backgrounds will not only provide interdisciplinary viewpoints, but will also foster an environment which welcomes students from all disciplines, and will thus be more likely to draw students from across the university than a course with one instructor.
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<td>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</td>
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### UBC Curriculum Proposal Form

#### New Course

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| Date: March 14, 2017 |
| Contact Person: Janet Werker |
| Phone: 604-822-6741 |
| Email: jwerker@psych.ubc.ca |

#### Proposed Calendar Entry:

<table>
<thead>
<tr>
<th>FRST 402 (3) Living Language: Science and Society</th>
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</table>

Multidisciplinary course in which students, individually and in groups, examine, integrate and apply subject-specific knowledge through the lens of language and the framework of the language sciences, with a focus on themes of real-world importance.

**Prerequisites:** Fourth-year standing or permission of the instructor.

**Equivalencies:** APSC 402, ASTU 402, LFS 402, LLED 402, PHAR 402

**URL:**

http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=FRST

#### Present Calendar Entry: n/a

#### Type of Action: New Course

**Rationale for Proposed Change:**

Using the vehicle of the language sciences, FRST 402 will allow senior undergraduate students from across the university to become the owners of the knowledge they have gained at UBC, to understand the power and limitations of that knowledge, and to position them to build on, and become active curators, creators, and appliers of knowledge as they move forward. Students will reflect on what they have learned at UBC, situate it within new knowledge about the language sciences they are acquiring as part of the course, and begin the transition from their undergraduate education into the next phases of their lives. This course focuses on language and the language sciences as it is the foundation of human culture and shared knowledge--from the creation and acquisition of spoken language through writing systems, texts of all kinds, arts, culture, technology, etc. As such, it is of relevance to all UBC students, no matter their background or future plans.

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To ensure that FRST 402 is truly inter- and cross-disciplinary, this course will be taught by two instructors. In the initial offerings of this course, ideally, these instructors will come from two different Faculties; if this is infeasible for a particular offering of the course, they could come from two different departments within the same Faculty. We also suggest that in the future, one of the instructors could come from outside of UBC; e.g., a policymaker, innovator, educator, or other individual involved in language and/or the language sciences in the greater Vancouver community. Having two instructors will allow students to encounter a range of perspectives on language and the language sciences, and to engage in dialogues which would not be possible with a single instructor representing a single field and viewpoint. These diverse viewpoints and perspectives will greatly assist students in integrating their existing disciplinary knowledge with their new knowledge of language and the language sciences, and in becoming expert in communicating clearly with audiences with different knowledge bases and viewpoints. Having two instructors from different Faculty, department, or institutional backgrounds will not only provide interdisciplinary viewpoints, but will also foster an environment which welcomes students from all disciplines, and will thus be more likely to draw students from across the university than a course with one instructor.
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<td>(undergraduate courses only)</td>
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<tr>
<td>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</td>
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**Rationale for not being available for Cr/D/F:**

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**UBC Curriculum Proposal Form**  
**New Course**

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<tr>
<td>Faculty: Land and Food Systems</td>
<td>Contact Person: Janet Werker</td>
<td><strong>LFS 402 (3) Living Language: Science and Society</strong></td>
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<tr>
<td>Department: NA</td>
<td>Phone: 604-822-6741</td>
<td>Multidisciplinary course in which students, individually and in groups, examine, integrate and apply subject-specific knowledge through the lens of language and the framework of the language sciences, with a focus on themes of real-world importance.</td>
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<tr>
<td>Faculty Approval Date: March 23, 2017</td>
<td>Email: <a href="mailto:jwerker@psych.ubc.ca">jwerker@psych.ubc.ca</a></td>
<td><strong>Prerequisites:</strong> Fourth-year standing or permission of the instructor.</td>
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<td><strong>Rationale for Proposed Change:</strong></td>
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</table>

Using the vehicle of the language sciences, LFS 402 will allow senior undergraduate students from across the university to become the owners of the knowledge they have gained at UBC, to understand the power and limitations of that knowledge, and to position them to build on, and become active curators, creators, and applicers of knowledge as they move forward. Students will reflect on what they have learned at UBC, situate it within new knowledge about the language sciences they are acquiring as part of the course, and begin the transition from their undergraduate education into the next phases of their lives. This course focuses on language and the language sciences as it is the foundation of human culture and shared knowledge—from the creation and acquisition of spoken language through writing systems, texts of all kinds, arts, culture, technology, etc. As such, it is of relevance to all UBC students, no matter their background or future plans.

The course introduces students to broad areas of human experience in which language plays a pivotal role, such as Population Mobility, Health and Wellness, and Technology and the Digital Economy. The examples discussed in these areas will both demonstrate the importance of considering language in...
exploring questions in these areas, and will introduce key topics in the language sciences, including the formal properties of language and ways of studying language. In each of these areas, and in a final integrative exercise, students will examine and develop, in multidisciplinary groups, the knowledge they have gained over the course of their undergraduate study using as focus the lens of the language sciences. They will also work towards becoming expert language users: that is, expert communicators and translators of their knowledge, both orally and in writing, with a wide range of audiences in a variety of contexts.

To ensure that LFS 402 is truly inter- and cross-disciplinary, this course will be taught by two instructors. In the initial offerings of this course, ideally, these instructors will come from two different Faculties; if this is infeasible for a particular offering of the course, they could come from two different departments within the same Faculty. We also suggest that in the future, one of the instructors could come from outside of UBC; e.g., a policymaker, innovator, educator, or other individual involved in language and/or the language sciences in the greater Vancouver community. Having two instructors will allow students to encounter a range of perspectives on language and the language sciences, and to engage in dialogues which would not be possible with a single instructor representing a single field and viewpoint. These diverse viewpoints and perspectives will greatly assist students in integrating their existing disciplinary knowledge with their new knowledge of language and the language sciences, and in becoming expert in communicating clearly with audiences with different knowledge bases and viewpoints. Having two instructors from different Faculty, department, or institutional backgrounds will not only provide interdisciplinary viewpoints, but will also foster an environment which welcomes students from all disciplines, and will thus be more likely to draw students from across the university.
than a course with one instructor.

- **Not available for Cr/D/F grading**  
  *(undergraduate courses only)*  
  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)
UBC Curriculum Proposal Form
New Course

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<thead>
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<th>Category: (1)</th>
<th>Date: 3 May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Pharmaceutical Sciences</td>
<td>Contact Person: Janet Werker</td>
</tr>
<tr>
<td>Department: N/A</td>
<td>Phone: 604-822-6741</td>
</tr>
<tr>
<td>Faculty Approval Date: 1 June 2017</td>
<td>Email: <a href="mailto:jwerker@psych.ubc.ca">jwerker@psych.ubc.ca</a></td>
</tr>
<tr>
<td>Effective Session (W or S): W</td>
<td>Effective Academic Year: 2018</td>
</tr>
</tbody>
</table>

Proposed Calendar Entry:

**PHAR 402 (3) Living Language: Science and Society**

Multidisciplinary course in which students, individually and in groups, examine, integrate and apply subject-specific knowledge through the lens of language and the framework of the language sciences, with a focus on themes of real-world importance.

**Prerequisites:** Fourth-year standing or permission of the instructor.

**Equivalencies:** ASTU 402, APSC 402, FRST 402, LFS 402, LLED 402.

Present Calendar Entry: n/a

Type of Action: New Course

Rationale for Proposed Change:

Using the vehicle of the language sciences, PHAR 402 will allow senior undergraduate students from across the university to become the owners of the knowledge they have gained at UBC, to understand the power and limitations of that knowledge, and to position them to build on, and become active curators, creators, and appliers of knowledge as they move forward. Students will reflect on what they have learned at UBC, situate it within new knowledge about the language sciences they are acquiring as part of the course, and begin the transition from their undergraduate education into the next phases of their lives. This course focuses on language and the language sciences as it is the foundation of human culture and shared knowledge—from the creation and acquisition of spoken language through writing systems, texts of all kinds, arts, culture, technology, etc. As such, it is of relevance to all UBC students, no matter their background or future plans.

The course introduces students to broad areas of human experience in which language plays a pivotal role, such as Population Mobility, Health and Wellness, and Technology and the Digital Economy. The examples discussed in these areas will both demonstrate the importance of considering language in
exploring questions in these areas, and will introduce key topics in the language sciences, including the formal properties of language and ways of studying language. In each of these areas, and in a final integrative exercise, students will examine and develop, in multidisciplinary groups, the knowledge they have gained over the course of their undergraduate study using as focus the lens of the language sciences. They will also work towards becoming expert language users: that is, expert communicators and translators of their knowledge, both orally and in writing, with a wide range of audiences in a variety of contexts.

To ensure that PHAR 402 is truly inter- and cross-disciplinary, this course will be taught by two instructors. In the initial offerings of this course, ideally, these instructors will come from two different Faculties; if this is infeasible for a particular offering of the course, they could come from two different departments within the same Faculty. We also suggest that in the future, one of the instructors could come from outside of UBC; e.g., a policymaker, innovator, educator, or other individual involved in language and/or the language sciences in the greater Vancouver community. Having two instructors will allow students to encounter a range of perspectives on language and the language sciences, and to engage in dialogues which would not be possible with a single instructor representing a single field and viewpoint. These diverse viewpoints and perspectives will greatly assist students in integrating their existing disciplinary knowledge with their new knowledge of language and the language sciences, and in becoming expert in communicating clearly with audiences with different knowledge bases and viewpoints. Having two instructors from different Faculty, department, or institutional backgrounds will not only provide interdisciplinary viewpoints, but will also foster an environment which welcomes students from all disciplines, and will thus be more likely to draw students from across the university than a course with one instructor.
| □  Not available for Cr/D/F grading  
(undergraduate courses only)  
(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) |
<table>
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<tr>
<td><strong>Rationale for not being available for Cr/D/F:</strong></td>
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</tbody>
</table>
| □  Pass/Fail or  
□  Honours/Pass/Fail grading  
(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) |
# UBC Curriculum Proposal Form

## Change to Course or Program

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<td><strong>Department:</strong> n/a</td>
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<td><strong>Faculty Approval Date:</strong> Sept 28, 2017</td>
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<td><strong>Effective Session (W or S):</strong> W</td>
</tr>
<tr>
<td><strong>Effective Academic Year:</strong> 2018</td>
</tr>
</tbody>
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| **Date:** September 28, 2017 |
| **Contact Person:** Glenda MacDonald |
| **Phone:** 604-822-3085 |
| **Email:** glenda.macdonald@ubc.ca |

<table>
<thead>
<tr>
<th><strong>Proposed Calendar Entry:</strong> (40 word limit for course descriptions)</th>
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<td>PHRM 455 (0) PharmD Registration</td>
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<table>
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<tr>
<th><strong>Type of Action:</strong></th>
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<tbody>
<tr>
<td>New course</td>
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</table>

<table>
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<tr>
<th><strong>Rationale for Proposed Change:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This proposal is for a zero-credit course, in which the students will be continuously registered during all years of enrolment. Registration in the zero-credit course will trigger assessment/payment installments of the Flex PharmD program fee.</td>
</tr>
</tbody>
</table>

| X Pass/Fail | Honours/Pass/Fail |
Master of Laws (LL.M.)

Program Requirements

The LL.M. program combines coursework with the preparation of a thesis. Students are required to successfully complete 36 credits of work, of which 20 credits are allocated to the thesis, 4 credits to the required Master of Laws seminar (LAW 500), 2-4 credits to the required graduate level research methodology seminar (LAW 524), and 8-9 credits to elective coursework. The normal duration of the program for full time students, barring extenuating circumstances, is one (1) to two (2) years. The normal duration for part-time students, barring extenuating circumstances, is five (5) years.

Type of Action:
Program Requirements:

1. Mandate completion of a (3-4) credit graduate level research methodology seminar in law: LAW 524 – “Methodologies in Law and Policy” (syllabus attached);
2. Reduce LL.M. program maximum duration from five (5) years to two (2) years.

Mandatory LAW 500 Seminar

3. Reduce the duration of the mandatory LAW 500 – “Current Legal Problems” from 2 terms to 1 term, leaving the credit value at (4) (previous and new syllabi attached);
4. Change the assessment system in LAW 500 (Current Legal Problems) from pass/fail to graded assessment.

Rationale for Proposed Changes:

Program Requirements:

1. Mandatory graduate level methodology seminar
   A. Implementing a mandatory seminar to educate students on methodology responds to the 2014 Peter A. Allard School of Law External Review’s observations, which found that graduate programs should innovate to better achieve skill based & employability goals;
   B. Mandating methodology study reflects the necessity of methodological competency post-graduation;
   C. Existing required LL.M. seminar (LAW 500) is not able to adequately cover both its theory-focused learning objectives and methodology in its current (4) credit, 2-term form;

URL: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,204,828,1186

Present Calendar Entry:
Master of Laws (LL.M.)

Program Requirements

The LL.M. program combines coursework with the preparation of a thesis. Students are required to successfully complete 36 credits of work, of which 20 credits are allocated to the thesis, 4 credits to the required Master of Laws seminar.

Proposed Calendar Entry:

Master of Laws (LL.M.)

Program Requirements

The LL.M. program combines coursework with the preparation of a thesis. Students are required to successfully complete 36 credits of work, of which 20 credits are allocated to the thesis, 4 credits to the required Master of Laws seminar, 2-4 credits to the required graduate level research methodology seminar (LAW 524), and 8-9 credits to elective coursework.

The normal duration of the program for full time students, barring extenuating circumstances, is one (1) to two (2) years. The normal duration for part-time students, barring extenuating circumstances, is five (5) years.
D. Mandating methodology brings Peter A. Allard School of Law LL.M. more closely into line with similar world-leading LL.M. degrees at universities such as Oxford, Cambridge and Melbourne;

E. Implementing this change would act on graduate student concerns about coursework design and their interest in including research methodology coursework in the program, identified as far back as the 2009 Peter A. Allard School of Law External Review;

F. There are insufficient graduate level courses in Law for LL.M. students to complete their coursework requirements using regular coursework only.

2. Reduction of maximum Program Duration from five (5) years to two (2) years

A. Responding to the issue of heavy supervisory load highlighted in 2009 and 2014 Peter A. Allard School of Law External Reviews by ensuring that supervisors can reasonably expect that their supervisory commitment does not extend beyond 2 years;

B. LL.M. Program curriculum is already structured to allow students to complete their course work in two academic terms, or eight (8) months, and to spend additional four (4) to eight (8) months to complete their research and thesis writing. Most of our students take twelve (12) to eighteen (18) months in total to graduate, depending on the complexity of research methodology they applied.

C. The existing five (5) year maximum duration for the LL.M. is not coherent in light of the six (6) year maximum duration of the PhD program—the latter being a degree that is intended to be completed in four (4) years;

D. The majority of Canadian graduate research programs structure their LL.M. programs to be completed in a single year;

E. Existence of current G+PS guidelines allowing extensions in the LL.M. program sufficient to resolve equity concerns.
Listed below are items to consider when completing the UBC Curriculum Proposal Form

**UBC Curriculum Proposal Form**

**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category: (1)</th>
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<tbody>
<tr>
<td><strong>Faculty:</strong> Medicine</td>
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<tr>
<td><strong>Department:</strong> School of Population and Public Health</td>
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<tr>
<td><strong>Faculty Approval Date:</strong> April 24, 2015</td>
</tr>
<tr>
<td><strong>Effective Session:</strong> W</td>
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<tr>
<td><strong>Effective Academic Year:</strong> 2017</td>
</tr>
</tbody>
</table>

**Date:** May 31, 2017  
**Contact Person:** Dr Craig Mitton  
**Phone:** 604 875 4111 (ext 62995)  
**Email:** craig.mitton@ubc.ca

**Proposed Calendar Entry:**

Master of Science

Program Requirements

The program normally requires a minimum of two years of full-time study and a maximum of three years with the first eight months devoted primarily to course work. It enables students to gain core knowledge and skills in epidemiology and biostatistics methods, health services and policy research, or population health to develop research experience by applying these methodologies to a research project under the supervision of a supervisory committee.

The minimum requirement for an M.Sc is 30 credits. **This usually includes the following core courses:**

- SPPH 400 (3)
- SPPH 500 (3)
- SPPH 502 (3)
- SPPH 507 (1.5)
- SPPH 599 (12) – MSc Thesis

And at least one of the following core courses:

- SPPH 503 (3)
- SPPH 506 (3)
- SPPH 519 (3)

Any exceptions must be approved by the URL: [http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420#17840](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420#17840)

**Rationale:**

This is a new concentration within an existing MSc program. In order to obtain a Health Economics designation within the MSc program, students must acquire 37.5 credits.

**Type of Action:**


2) Add concentration in Health Economics to the transcript for the MSc in Population and Public Health.
Listed below are items to consider when completing the UBC Curriculum Proposal Form:

Program Director:

Electives should be chosen with the advice of the thesis supervisor and thesis committee.

The number of credits required can range from 36 to 42, and the actual courses required are at the discretion of program supervisors.

MSc in PPH: Health Economics concentration

This designation will appear on a student’s transcript, but not on their parchment.

Course Requirements

In order to complete an MSc with a Health Economics concentration, students must complete the following:

Required Courses

- SPPH 400 (3)
- SPPH 500 (3)
- SPPH 502 (3)
- SPPH 507 (1.5)
- *SPPH 541 (3)
- *SPPH 542 (3)
- *SPPH 546 (3)
- SPPH 599 (12) – MSc Thesis

Elective Courses (two of four required)

- *SPPH 514 (3)
- *SPPH 543 (3)
- *SPPH 547 (3)
- *SPPH 549 (3)

*These courses are specific requirements of the Health Economics concentration

Students in the Health Economics Concentration must complete their thesis within the field of Health Economics.

from existing and approved courses at SPPH. The concentration will be of benefit to students wanting to focus in health economics through specific concentration on health economics courses and exposure to health economics faculty. No other university in BC has a concentration in health economics and there are only two others (University of Calgary and McMaster University) in Canada. It is our belief, after consultations with students, that formally recognizing the Health Economics concentration on a student’s transcript will be an advantage to them upon graduation, and for future career prospects. The designation will appear on a student’s transcript, but not parchment. The mechanism for identifying, tracking, and notifying G+PS about students completing the Health Economics concentration will be as follows:

1. Students will formally identify their intent to complete the Health Economics concentration within their first year of study.
2. Their intent will be noted in our internal database, and tracked accordingly.
3. The Program Manager will notify G+PS of a student’s successful completion of the Health Economics concentration upon successful completion of that student’s thesis defense.

*Note: two courses that are part of the concentration are currently being switched from pilot courses to permanent courses (SPPH 581P to SPPH 549 and SPPH 581Q to SPPH 546). Students will be able to complete the concentration requirements using the previous course numbers of SPPH 581P and SPPH 581Q, as long as they have not graduated before the concentration goes into effect.
# UBC Curriculum Proposal Form
## Change to Course or Program

**Category:** (1)  
**Faculty:** Medicine  
**Department:** SPPH  
**Faculty Approval Date:** May 31, 2017  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2017  
**Date:** 10/21/2016  
**Contact Person:** Megan Wurster  
**Phone:** 604-822-2827  
**Email:** megan.wurster@ubc.ca

### Proposed Calendar Entry:
- **SPPH 546 (3) - Introduction to Health Economics**
  Broad understanding of the health system and health system change from an economics perspective, with a focus on delivery, organization, and financing of healthcare.

### URL:
- [http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=SPPH](http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=SPPH)

### Present Calendar Entry:
- NA

### Type of Action:
- Create new course.

### Rationale for Proposed Change:
- Change course # from SPPH 581P to SPPH 546. Course has successfully run as pilot course, should be moved to permanent course number.

- □ Pass/Fail or □ Honours/Pass/Fail grading  
  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
**Categor y: (1)**

**Faculty:** Medicine  
**Department:** SPPH  
**Faculty Approval Date:**  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2017  

| Date: | 10/21/2016 |
| Contact Person: | Megan Wurster |
| Phone: | 604-822-2827 |
| Email: | megan.wurster@ubc.ca |

**URL:**  
http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=SPPH

**Present Calendar Entry:**  
NA

**Type of Action:**  
Create new course

**Rationale for Proposed Change:**  
Change course # from SPPH 581Q to SPPH 549. Course has successfully run as pilot course, should be moved to permanent course number.

Additionally, course is co-taught between a Pharmacy professor and an SPPH professor, so cross-listing will allow students from both programs to receive specific credit.

- Not available for Cr/D/F grading  
  *(undergraduate courses only)*  
  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

**Rationale for not being available for Cr/D/F:**  
The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

- Pass/Fail or  
- Honours/Pass/Fail grading  
  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

**Proposed Calendar Entry:**

**SPPH 549 (3) - Advanced Economic Evaluation in Healthcare**  
Economic evaluation of health technologies, considering, in detail, the policy context for the use of economic evaluation.

Pre-requisite: SPPH 541 (or equivalent training)

Cross-listed with PHAR 560

**UBC Curriculum Proposal (v2 2012/01/24)**

15 November 2017  
Vancouver Senate  
Docket Page 65 of 118
# UBC Curriculum Proposal Form

## Change to Course or Program

**Category:** (1)  
**Faculty:** Pharmaceutical Sciences  
**Department:** N/A  
**Faculty Approval Date:** 2017-09-28  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2017  
**Date:** 2017/08/18  
**Contact Person:** Barb Conway  
**Phone:** 604-822-2390  
**Email:** barb.conway@ubc.ca

## Proposed Calendar Entry:

**PHAR 560 (3) - Advanced Economic Evaluation in Health Care**  
Economic evaluation of health technologies, considering, in detail, the policy context for the use of economic evaluation.  
Pre-requisite: SPPH 541 (or equivalent training)  
Cross-listed with SPPH 549

## Present Calendar Entry:

NA

## Type of Action:

Create new course

## Rationale for Proposed Change:

Create course to cross-list with SPPH 549. Course is co-taught between a Pharmacy professor and an SPPH professor, so cross-listing will allow students from both programs to receive specific credit.

- **Not available for Cr/D/F grading (undergraduate courses only)**
  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

- **Rationale for not being available for Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

- **Pass/Fail or Honours/Pass/Fail grading**
  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

## URL:

http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=11&code=PHAR
15 November 2017

To: Vancouver Senate
From: Senate Curriculum Committee
Re: November Certificate Proposals (information)

Please find attached the following certificate programs for your information.

    Graduate Certificate in Indigenous Public Health (for credit); Certificate in Indigenous Public Health (non-credit)

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee
UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

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<tr>
<th>Faculty:</th>
<th>Medicine</th>
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<td>Effective Academic Year:</td>
<td>2018</td>
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<tr>
<td>Date:</td>
<td>18 October 2017</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Marshal German, Program Manager, Center for Excellence in Indigenous Health</td>
</tr>
<tr>
<td>Phone:</td>
<td>416.806.2422</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:marshal.german@ubc.ca">marshal.german@ubc.ca</a></td>
</tr>
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</table>

Proposed Calendar Entry:

Graduate Certificate in Indigenous Public Health (GCIPH)

Program Overview

The Graduate Certificate in Indigenous Public Health is a 12-credit specialized program equipping students with necessary skills to address public health issues in Indigenous communities through multidisciplinary approaches and culturally relevant strategies.

Students will receive foundational training in the core disciplines of public health: behavioral science, biostatistics/epidemiology, environmental health, health administration/policy and health education/promotion. These disciplines will be examined through an approach that engages the unique opportunities and challenges of working in Indigenous contexts.

Program Requirements

Courses will be delivered during week long Winter and Summer Institutes. Students will complete the certificate on a part-time basis over two to a maximum of four years, attending a total of four institutes and completing eight mandatory 1.5 credit courses.

- SPPH 576 (1.5): Introduction to Indigenous Health Research Ethics
- SPPH 577 (1.5): Environmental

Type of Action:

Create new Graduate Certificate.

Rationale for Proposed Change:

Increasing the number of Indigenous health professionals, and providing outlets for those already working in the realm of First Nations, Inuit, Métis and urban Aboriginal health to advance their skills, is necessary to address persistent health disparities experienced by Indigenous peoples. The certificate will increase Indigenous leadership in health and health care and provide opportunities for non-Indigenous students to receive public health training that is contextualized to the needs and realities of Indigenous communities. This program builds off of Articles 23 and 24 of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and UBC’s 23-24 initiative, which responds to the Truth and Reconciliation Commission’s Calls to Action #23 and #24.

The graduate certificate will explicitly address key initiatives within UBC’s Aboriginal Strategic Plan by developing curricula specifically addressed to
Health and Indigenous Communities

- SPPH 578 (1.5): Social Determinants of Indigenous Health
- SPPH 579 (1.5): Collecting, Analyzing and Using Public Health Data in Indigenous Communities
- SPPH 586 (1.5): Indigenous Health Policy in Canada
- SPPH 587 (1.5): Mental Health Care and Delivery in Indigenous Communities
- SPPH 588 (1.5): Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research
- SPPH 589 (1.5): Interdisciplinary Approach to Understanding the Health of Indigenous Peoples

Admissions

Admission to the Graduate Certificate in Indigenous Public Health will be granted to students through *standard* and *alternative* pathways. Students applying to both standard and equivalency pathways will be required to submit a personal statement, application form, official transcripts and current resume. Admissions will occur in both the Winter and Summer Institutes.

The School of Population and Public Health welcomes applications from Indigenous community members, Indigenous and non-Indigenous health professionals, paraprofessionals, researchers, and students from across the health sciences and other health-related disciplines. Priority will be given to Indigenous community members and health professionals, paraprofessionals and researchers interested in receiving further training related to working with indigenous communities.

Aboriginal issues and concerns (3.1); and developing opportunities for Aboriginal/Indigenous student exchanges with international partner universities with strong Indigenous programs (3.6). Further, the certificate will contribute to a strengthening of the School of Public and Population Health and Faculty of Medicine’s contribution to *Place and Promise: The UBC Plan* by expanding educational opportunities of Aboriginal People (Goal 1).

Graduate level Indigenous Public Health training is currently not available at any Canadian post-secondary institutions, leaving a critical gap in the expertise of public health professionals.
Candidates will normally have a Bachelor's degree in a field of study relevant to Indigenous health with one of the following:

- A minimum overall average in the B+ range (76% at UBC) in third and fourth year level courses.
- Academic standing with at least 12 credits on third or fourth year level courses in the A range (80% or higher at UBC) in their field of study.

Alternatively, applicants may be considered for admission who do not meet the academic requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the graduate certificate program. Assessment standards will be concordant with those employed by the Faculty of Graduate and Postdoctoral Studies.

**Proposed Calendar Entry:**

**SPPH 576 (1.5) Introduction to Indigenous Health Research Ethics**

Principles and regulatory requirements related to conducting health research with Indigenous communities.

**URL:**

n/a

**Present Calendar Entry:**

n/a

**Type of Action:**

Create new course.

**Rationale:**

This course is a required course for the Graduate Certificate in Indigenous Public Health.

**Proposed Calendar Entry:**

**SPPH 577 (1.5) Environmental Health and Indigenous Communities**

Environmental risk factors faced by Indigenous communities in land, air and water.

**URL:**

n/a

**Present Calendar Entry:**

n/a

**Type of Action:**
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<tr>
<th>Proposed Calendar Entry:</th>
<th>Present Calendar Entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPH 578 (1.5) Social Determinants of Indigenous Health</td>
<td>n/a</td>
</tr>
<tr>
<td>Survey of impacts of land and resources, housing, education, criminal justice systems, child apprehension and other determinants on the health of Indigenous peoples in Canada.</td>
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</tr>
<tr>
<td>Proposed Calendar Entry:</td>
<td>Present Calendar Entry:</td>
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<tr>
<td>SPPH 579 (1.5) Collecting, Analyzing and Using Public Health Data in Indigenous Communities</td>
<td>n/a</td>
</tr>
<tr>
<td>Applied biostatistics, epidemiology and data management addressing public health priorities and clinical research in Indigenous communities.</td>
<td></td>
</tr>
<tr>
<td>Proposed Calendar Entry:</td>
<td>Present Calendar Entry:</td>
</tr>
<tr>
<td>SPPH 586 (1.5) Indigenous Health Policy in Canada</td>
<td>n/a</td>
</tr>
<tr>
<td>Indigenous health policy and history in Canada through four substantive areas: economics and financing; need and demand; ethics, rights and law; quality and effectiveness.</td>
<td></td>
</tr>
<tr>
<td>Proposed Calendar Entry:</td>
<td>Present Calendar Entry:</td>
</tr>
<tr>
<td>SPPH 587 (1.5) Mental Health Care and Delivery in Indigenous Communities</td>
<td>n/a</td>
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Create new course

**Rationale:**
This course is a required course for the Graduate Certificate in Indigenous Public Health.

**URL:**
n/a

**Present Calendar Entry:**

**Type of Action:**
Create new course

**Rationale:**
This course is a required course for the Graduate Certificate in Indigenous Public Health.

**Type of Action:**
Create new course

**Rationale:**
This course is a required course for the Graduate Certificate in Indigenous Public Health.

**URL:**
n/a
<table>
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<tr>
<th>Approaches to mental health and resilience concepts and strength based interventions with Indigenous communities.</th>
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<tr>
<td>Present Calendar Entry: n/a</td>
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<tr>
<th>Proposed Calendar Entry: SPPH 588 (1.5) Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative, quantitative and mixed methods research as applied to Indigenous public health priorities.</td>
</tr>
<tr>
<td>URL: n/a</td>
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<th>Proposed Calendar Entry: SPPH 589 (1.5) Interdisciplinary Approach to Understanding the Health of Indigenous Peoples</th>
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<tr>
<td>Indigenous health through core public health disciplines and interdisciplinary approaches.</td>
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<tr>
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</table>
Proposed name of Certificate
Graduate Certificate in Indigenous Public Health

Date of Submission:
18th October 2017

Sponsoring Faculty
Faculty of Medicine
School of Public and Population Health (SPPH)
Center for Excellence in Indigenous Health (CEIH)

Contact Person
Name: Marshal German
Title: Program Manager, Center for Excellence in Indigenous Health
Telephone: 416.806.2422
Email: marshal.german@ubc.ca

SUPPORTING UBC PARTNERS OR EXTERNAL PARTNERS
Office of Education Innovation, Faculty of Medicine, UBC
Center for American Indian Health, Johns Hopkins University

PROGRAM DESCRIPTION
The Graduate Certificate (credit track) and Certificate (non-credit track) in Indigenous Public Health will equip Indigenous community members and scholars with necessary skills to address public health issues in First Nations, Inuit, Métis and other Indigenous communities through multidisciplinary approaches and culturally relevant strategies. Students will receive foundational training in the five core disciplines of public health: behavioral science, biostatistics/epidemiology, environmental health, health administration/policy and health education/promotion. These disciplines will be examined through an approach that engages the unique challenges and opportunities of working in Indigenous contexts; recognizes the historic and ongoing health disparities and inequities faced by Indigenous populations; builds applied and theoretical knowledge affirming Indigenous rights to self-determination in relation to health services, research and program development; and addresses multiple, intersecting “Calls to Action” from the Truth and Reconciliation commission.

PROGRAM DELIVERY FORMAT
The program will be delivered through intensive one-week, in-person institutes. Two courses will run concurrently, with one in the morning (8:00AM to 12:00PM) and one in the afternoon (1:30PM to 5:30PM). Completion of the Certificate will require a minimum of two years, with students attending eight courses over four institutes. Intake will occur in both the Winter and Summer institutes, as courses can be completed in any order. All required courses will only be offered once every two years, meaning quicker completion is not possible. The maximum allowable time to complete the Certificate is four years, with August 2018 as the anticipated launch date.
**Combined Credit and Non-Credit Structure**

Structuring the program to allow credit and non-credit students to take the same courses is critical to its success and long-term impact. The non-credit track is necessary to increase professional development and training opportunities to Indigenous community members who do not have former undergraduate degrees, but possess incredibly valuable experiential knowledge in relation to public health issues in their communities. Additionally, many individuals working in the realm of Indigenous health are interested in obtaining knowledge that will allow them to better serve their communities, but have no desire to obtain academic credit. Opening pathways for the exchange of experiential and academic knowledge will generate mutually beneficial learning environments, while increasing accessibility of Indigenous public health training. The credit and non-credit tracks are identical in program structure, each requiring completion of eight mandatory courses, representing 12 credits for the Certificate and 160 classroom hours for the Certificate. Differences in target learners, evaluation and admission requirements between the Graduate Certificate and the Certificate are outlined below.

**Short-Term Indigenous Public Health Training**

Many professionals working in Indigenous communities, or in the field of Indigenous public health, desire specialized training in specific areas. Individual courses will not be restricted to students enrolled in the Graduate Certificate or Certificate. This will increase UBC’s capacity to offer short-term professional development opportunities to Indigenous community members interested in specific areas of public health. Seating will prioritize students enrolled in the Certificate or Graduate Certificate.

**Center for Excellence in Indigenous Health Mandate**

The proposed program will play a central role in increasing the CEIH’s capacity to recruit and educate Indigenous health professionals. Specifically, the Graduate Certificate and Certificate aim to:

1) Increase the accessibility of graduate level training, and professional development opportunities, to Indigenous community members, health leaders, professionals and paraprofessionals.

2) Provide medical students and graduate students across health science disciplines options for specialized training in Indigenous public health.

Increasing the number of Indigenous health professionals, and providing outlets for those already working in the realm of First Nations, Inuit, Métis and Indigenous health to advance their skills, is necessary to address persistent health disparities. The provision of this training will promote self-determination by increasing Indigenous leadership in health and health care; and provide opportunities for non-Indigenous students to receive public health training that is contextualized to the needs and realities of Indigenous communities. This program builds from Articles 23 and 24 of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and UBC’s 23-24 initiative, which responds to the Truth and Reconciliation Commission’s Calls to Action #23 and #24. Graduate level Indigenous public health training is currently not available at any Canadian post-secondary institutions, leaving a critical gap in the expertise of public health professionals and opportunities for Indigenous community members.

**Contributions to Faculty of Medicine’s Building the Future Strategic Plan**

The proposed Graduate Certificate and Certificate will play a critical role in ensuring the Faculty’s “fundamental premise of social accountability” is strengthened (p.8). Specifically, the commitment to “support improved outcomes, access and understanding at the interface of research, education and care” for
indigenous populations will be addressed (p. 9). Further, the program will substantially add to the Faculty’s engagement with Indigenous partners and populations, addressing objective 2 within the partnership pillar (p.27).

**Contributions to UBC Mandate and Strategic Plan**

In addition to the above, the programs will explicitly address key initiatives within *UBC’s Aboriginal Strategic Plan* by developing curricula specifically addressed to Aboriginal issues and concerns (3.1); and developing opportunities for Aboriginal/Indigenous student exchanges with international partner universities with strong Indigenous programs (3.6). Further, the certificate will contribute to a strengthening of the SPPH’s and Medicine’s contribution to *Place and Promise: The UBC Plan* by expanding educational opportunities of Aboriginal People (Goal 1).

**Skills for implementing the Truth and Reconciliation Commission’s Calls to Action**

Addressing many of the Truth and Reconciliations Commission’s Calls to Action requires developing a workforce of skilled Indigenous and non-Indigenous public health practitioners. All courses will utilize relevant Calls to Action as a framework for applying knowledge and envisioning solutions. Specific Calls to Action addresses in the curriculum include:

*Call to Action #3:* We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

*Call to Action #12:* We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

*Call to Action #18:* We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

*Call to Action #19:* We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

*Call to Action #22:* We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in treatments of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.

*Call to Action #23:* We call upon all levels of government to: i. Increase the number of Aboriginal professionals working in the health-care field. ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities. iii. Provide cultural competency training for all health-care professionals.

*Call to Action #24:* We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal Rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.
Call to Action #33: We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventative programs that can be delivered in a culturally appropriate manner.

Call to Action #36: We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.

Call to Action #43: We call upon federal, provincial, territorial and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.

Call to Action #44: We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the United Nations Declaration on the Rights of Indigenous Peoples.

Call to Action #55: We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. iv: Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

Call to Action #90: We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
  i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal people.
  ii. An elite athlete development program for Aboriginal athletes.
  iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
  iv. Anti-racism awareness and training programs.

PROPOSED LENGTH
Students will complete the Certificate on a part-time basis over a minimum of two to a maximum of four years. Courses will be delivered during weeklong Winter and Summer Institutes, with two courses running concurrently (morning and evening session); completion of required courses does not need to occur in a particular order. This format of delivery will ensure course offerings are conducive to the participation of 1) Indigenous health professionals and community members working full-time in their communities (often outside of the Lower Mainland), 2) Graduate students enrolled full-time in other programs, and 3) medical students/residents. Students will be required to complete eight 1.5 credit required courses, totaling 12 credits. None of the courses require pre-requisites.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Tentative Core Faculty</th>
<th>Credits</th>
<th>In-Class Hours</th>
</tr>
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</table>

4
PROPOSED COURSES & LEARNING OBJECTIVES

**SPPH 589 (1.5) Interdisciplinary Approach to Understanding the Health of Indigenous Peoples**

1. Explore how epidemiological, socio-economic, political, environmental and other factors interact and influence the health of Indigenous populations;
2. Describe how Indigenous perspectives and interdisciplinary approaches can be applied to address public health issues;
3. Discuss social/behavioral/mental health concepts in context of an Indigenous lens;
4. Demonstrate how epidemiology can be applied to public health problems in indigenous communities utilizing applied indigenous knowledge;
5. Critically assess how Indigenous Public Health intersects and diverges from dominant Public Health frameworks;

**SPPH 579 (1.5) Collecting, Analyzing and Using Public Health Data in Indigenous Communities**

1. Present and communicate public health data effectively;
2. Describe methods of public health data collection;
3. Critically assess meaning of epidemiologic data relative to the health needs of a community;
4. Understand basic principles and methods for data management;
5. Practically apply data management principles to research projects;
6. Describe the work of the BC First Nations Data Governance Initiative, First Nations Information Governance Center and other Indigenous-led data initiatives.

**SPPH 576 (1.5) Introduction to Indigenous Health Research Ethics**

1. Describe possible benefits of health research towards improving health outcomes in Indigenous communities;
2. Understand historical and contemporary issues surrounding human subject research in Indigenous communities;
3. Apply knowledge of critical issues towards frameworks for ethical research in Indigenous contexts;
4. Define core principles of ethical research involving human subjects;
5. Critically assess the unique challenges and opportunities of applying these principles in Indigenous contexts.
6. Explain the roles of justice and culture in the both research systems and the research process.
7. Discuss the core principles of risk and benefit; review practical ways to assess risk and benefit in health research.
8. Define informed consent as it pertains to health research.
9. Describe the purpose of Ethics Committees in regulating biomedical research, factors that contribute to effective Ethics Committees and the challenges and opportunities of nation-based review processes and infrastructure.
10. Understand the importance of Chapter 9 TCPS
11. Describe the role of ethics in historic and ongoing relationships between health research and Indigenous populations.
SPPH 588 (1.5) Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research
1. Explain the importance of Indigenous research methodologies to addressing Indigenous health concerns.
2. Understand the utility of quantitative and qualitative research methods in addressing Indigenous health concerns;
3. Critically assess research methodologies in relation to community priorities;
4. Frame research questions using quantitative and qualitative research methodologies;
5. Examine practical issues of study design, conduct and analysis;
6. Apply methodologies in designing research studies to address health concerns in Indigenous communities.

SPPH 587 (1.5) Mental Health Care and Delivery in Indigenous Communities
1. Describe the history of mental health services developed on First Nation reserves;
2. Explain mental health patterns and disparities among Indigenous communities in Canada compared to other populations and international communities;
3. Demonstrate how individual, family, community and societal factors affect mental wellness or mental illness;
4. Critically assess how culture influences mental health assessment, treatment and prevention;
5. Compare strategies to prevent and treat mental illness on individual, peer, family, community and societal levels within Indigenous communities;
6. Understand the utility of strength-based approaches in conceptualizing approaches to mental health;
7. Understand approaches to and resources for designing community-based mental health interventions.

SPPH 577 (1.5) Environmental Health in Indigenous Communities
1. Describe major conceptual differences between environmental health and Indigenous environmental health;
2. Define environmental risk factors, such as pollution, chemical exposures and climate change, in relation to land, air and water;
3. Critically assess the relationships between policies related to Indigenous lands, industrial development, resource extraction and environmental health;
4. Define historic and contemporary impacts of access to biocultural resources on Indigenous well-being;
5. Identify Indigenous initiatives for monitoring, assessing and reducing environmental risk factors;
6. Examine Indigenous-led resurgence and resistance movements focused on land and water and articulate linkages to Indigenous health and well-being;
7. Describe the utility of Indigenous Ecological Knowledge in assessing and monitoring environmental risk factors.

SPPH 586 (1.5) Indigenous Health Policy in Canada
1. Define basic concepts and tools used in health policy;
2. Describe how inherent Aboriginal/Treaty Rights and fiduciary duty relate to Indigenous health policy;
3. Apply rational decision making models to analyze various policy alternatives to address health concerns in Indigenous communities.
4. Critically examine health issues facing Indigenous communities through a policy framework, demonstrating ability to:
   - Analyzing historical, political, ethical and legal ramifications;
   - Assessing need and demand;
   - Examining economic and financial considerations; and
   - Assessing existing programs.

SPPH 578 (1.5) Social Determinants of Indigenous Health
1. Define distal, intermediate and proximal determinants as they relate to Indigenous health.
2. Explain how historic and contemporary land and resource issues and their related legislative/legal frameworks impact Indigenous health.
4. Describe how critical issues such as housing, education and incarceration impact Indigenous health.
5. Develop research and critical thinking skills to investigate historic and contemporary colonial policy.

TARGET LEARNERS

The Graduate Certificate will target:
1) Indigenous and non-Indigenous scholars, health professionals, paraprofessionals and researchers interested in receiving further training related to working with Indigenous communities.

2) Medical students and graduate students from health sciences and other health-related disciplines.

GRADUATE CERTIFICATE STUDENT ADMISSIONS CRITERIA
Admissions will be granted to students through standard and alternative pathways. Procedures will follow those specified by the University and by the Faculty of Graduate and Postdoctoral Studies.

Standard
Candidates will normally have a Bachelor’s degree with relevance to Indigenous health with one of the following:

- A minimum overall average in the B+ range (76% at UBC) in third and fourth year level courses.
- Academic standing with at least 12 credits on third or fourth year level courses in the A range (80% or higher at UBC) in their field of study

Alternative
Alternative admissions into the Graduate Certificate will be considered for candidates who have demonstrated strong potential in the field of Indigenous health, but may lack undergraduate academic credentials. These candidates will need to demonstrate the drive to excel and the academic skills required to succeed. Ability to progress in the program will be assessed within the graduate certificate.

Requirements
- Minimum 4 years of experience working in community health setting
- Recommendation letter from community leadership or health organization
- Secondary School graduation or equivalency

ADMISSIONS PRIORITIZATION
Admissions will prioritize seats, both for the Graduate Certificate, Certificate and individual courses, as to be harmonious with the target students and goal of opening new pathways for Indigenous learners to UBC. Students already accepted and enrolled in the Certificate or the Graduate Certificate will be reserved seats and not be impacted by the prioritization.

The School of Population and Public Health welcomes applications from Indigenous community members, Indigenous and non-Indigenous health professionals, paraprofessionals, researchers, and students from across the health sciences and other health-related disciplines. Priority will be given to Indigenous community members and health professionals, paraprofessionals and researchers interested in receiving further training related to working with indigenous communities.

GRADUATE CERTIFICATE STUDENT ASSESSMENT
(from the UBC Department of Education Studies, Graduate Course Grading Policy)

- A+ is from 90% to 100%: It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.
- A is from 85% to 89%: A mark of this order suggest a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.
• A- is from 80% to 84%: It is awarded for a generally high quality of performance, no problems of any significance, and fulfillment of all course requirements.
• B Level (68% to 79%): This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: One or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explanation of ideas. The level B work is judged in accordance with the severity of the difficulties demonstrated. B+ is from 76% to 79%, B is from 72% to 75% and B- is from 68% to 71%.

MARKETING STRATEGY
The Graduate Certificate and Certificate in Indigenous Public Health will be advertised on the Faculty of Medicine and SPPH’s website. Collateral marketing material will be distributed to relevant organizations such as universities, hospitals, aboriginal health organizations, and the 23 BC health regulatory colleges. Alumni will be contacted and provided with updates and encouraged to promote the Certificate within their professional affiliations. The CEIH will utilize its network of First Nation contacts to promote the program. Additionally, Aboriginal student advisors will be discussing the Certificate while on their recruitment tours.

PROGRAM ADVISORY COMMITTEE
Dr. Pierre-Gerlier Forest,
Director, School of Public Policy, University of Calgary

Dr. Patricia Janssen
Professor, School of Public and Population Health, UBC

Francene Larzelere Hinton,
White Mountain Apache, Director of Native American Research Centers for Health

Kristen Speakman,
Director of Training, Center for American Indian Health, Johns Hopkins University

ASSESSMENT OF IMPACT ON DEPARTMENTAL AND UNIVERSITY RESOURCES
Management of all aspects of the proposed program will be the responsibility of the Center for Excellence in Indigenous Health. The current Program Manager, Senior Administrative Officer, Associate Director (Research), Co-Directors and a new .5FTE Program Co-ordinator will jointly administer the program. Appropriate resources have been allocated for the delivery of the courses and curriculum has been developed through the MOU relationship with the Center for American Indian Health at Johns Hopkins University. All courses will be team taught, with CEIH Faculty assisting in the delivery of all institutes.

ASSESSMENT OF FINANCIAL VIABILITY
The Certificate program is deemed to be financially sustainable and operate on a cost-recovery basis with support from the Faculty of Medicine and Provost. The Dean, Faculty of Medicine and Provost will equally cover the budgeted shortfall from respective tuition revenues by transferring $7500.00 each over the first five years, with CEIH absorbing any shortfall afterwards. Ten year projections and program budget were developed in collaboration with FoM Finance, Office of Education Innovation and the office of the AssociateProvost Academic Innovation. If any revenue is incurred, then it will be used to support updating the curriculum.
FEES
There will be a course-based tuition fee:
Domestic $500.00 per credit, $750.00 per course
International $600.00 per credit, $900.00 per course
Certificate in Indigenous Public Health (Non-Credit Track)

Proposed name of non-credit track
Certificate in Indigenous Public Health

Date of Submission:
18th October 2017

Sponsoring Faculty
Faculty of Medicine
School of Public and Population Health (SPPH)
Center for Excellence in Indigenous Health (CEIH)

Contact Person
Name: Marshal German
Title: Program Manager, Center for Excellence in Indigenous Health
Telephone: 416.806.2422
Email: marshal.german@ubc.ca

SUPPORTING UBC PARTNERS OR EXTERNAL PARTNERS
Office of Education Innovation, Faculty of Medicine, UBC
Center for American Indian Health, Johns Hopkins University

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PROGRAM DELIVERY FORMAT
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RATIONALE FOR THE PROGRAM

Combined Credit and Non-Credit Structure
Structuring the program to allow credit and non-credit students to take the same courses is critical to its success and long-term impact. The non-credit track is necessary to increase professional development and training opportunities to Indigenous community members who do not have former undergraduate degrees, but possess incredibly valuable experiential knowledge in relation to public health issues in their communities. Additionally, many individuals working in the realm of Indigenous health are interested in obtaining knowledge that will allow them to better serve their communities, but have no desire to obtain academic credit. Opening pathways for the exchange of experiential and academic knowledge will generate mutually beneficial learning environments, while increasing accessibility of Indigenous public health training. The credit and non-credit tracks are identical in program structure, each requiring completion of eight mandatory courses, representing 12 credits for the Certificate and 160 classroom hours for the Certificate. Differences in target learners, evaluation and admission requirements between the Graduate Certificate and the Certificate are outlined below.

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Many professionals working in Indigenous communities, or in the field of Indigenous public health, desire specialized training in specific areas. Individual courses will not be restricted to students enrolled in the Graduate Certificate or Certificate. This will increase UBC’s capacity to offer short-term professional development opportunities to Indigenous community members interested in specific areas of public health. Seating will prioritize students enrolled in the Certificate or Graduate Certificate.

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The proposed program will play a central role in increasing the CEIH’s capacity to recruit and educate Indigenous health professionals. Specifically, the Graduate Certificate and Certificate aim to:

1) Increase the accessibility of graduate level training, and professional development opportunities, to Indigenous community members, health leaders, professionals and paraprofessionals.

2) Provide medical students and graduate students across health science disciplines options for specialized training in Indigenous public health.

Increasing the number of Indigenous health professionals, and providing outlets for those already working in the realm of First Nations, Inuit, Métis and Indigenous health to advance their skills, is necessary to address persistent health disparities. The provision of this training will promote self-determination by increasing Indigenous leadership in health and health care; and provide opportunities for non-Indigenous students to receive public health training that is contextualized to the needs and realities of Indigenous communities. This program builds from Articles 23 and 24 of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and UBC’s 23-24 initiative, which responds to the Truth and Reconciliation Commission’s Calls to Action #23 and #24. Graduate level Indigenous public health training is currently not available at any Canadian post-secondary institutions, leaving a critical gap in the expertise of public health professionals and opportunities for Indigenous community members.

Contributions to Faculty of Medicine’s Building the Future Strategic Plan
The proposed Graduate Certificate and Certificate will play a critical role in ensuring the Faculty’s “fundamental premise of social accountability” is strengthened (p.8). Specifically, the commitment to “support improved outcomes, access and understanding at the interface of research, education and care” for indigenous populations will be addressed (p. 9). Further, the program will substantially add to the Faculty’s engagement with Indigenous partners and populations, addressing objective 2 Within the partnership pillar (p.27).

**Contributions to UBC Mandate and Strategic Plan**

In addition to the above, the programs will explicitly address key initiatives within UBC’s Aboriginal Strategic Plan by developing curricula specifically addressed to Aboriginal issues and concerns (3.1); and developing opportunities for Aboriginal/Indigenous student exchanges with international partner universities with strong Indigenous programs (3.6). Further, the certificate will contribute to a strengthening of the SPPH’s and Medicine’s contribution to Place and Promise: The UBC Plan by expanding educational opportunities of Aboriginal People (Goal 1).

**Skills for implementing the Truth and Reconciliation Commission’s Calls to Action**

Addressing many of the Truth and Reconciliations Commission’s Calls to Action requires developing a workforce of skilled Indigenous and non-Indigenous public health practitioners. All courses will utilize relevant Calls to Action as a framework for applying knowledge and envisioning solutions. Specific Calls to Action addresses in the curriculum include:

**Call to Action #3**: We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

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Call to Action #33: We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventative programs that can be delivered in a culturally appropriate manner.

Call to Action #36: We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.

Call to Action #43: We call upon federal, provincial, territorial and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.

Call to Action #44: We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the United Nations Declaration on the Rights of Indigenous Peoples.

Call to Action #55: We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. iv: Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

Call to Action #90: We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:

i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal people.

ii. An elite athlete development program for Aboriginal athletes.

iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.

iv. Anti-racism awareness and training programs.

**PROPOSED LENGTH**

Students will complete the Certificate on a part-time basis over a minimum of two to a maximum of four years. Courses will be delivered during weeklong Winter and Summer Institutes, with two courses running concurrently (morning and evening session); completion of required courses does not need to occur in a particular order. This format of delivery will ensure course offerings are conducive to the participation of 1) Indigenous health professionals and community members working full-time in their communities (often outside of the Lower Mainland), 2) Graduate students enrolled full-time in other programs, and 3) medical students/residents. Students will be required to complete 160 in-class hours. None of the courses require pre-requisites.
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<thead>
<tr>
<th>Course Title</th>
<th>Tentative Core Faculty</th>
<th>In-Class Hours</th>
</tr>
</thead>
</table>
| Interdisciplinary Approach to Understanding the Health of Indigenous Peoples | Dr. Patricia Spittal
Dr. Nadine Caron                                                            | 20                                         |
| Collecting, Analyzing and Using Public Health Data in Indigenous Communities | Dr. Martin Schechter                    | 20                                         |
| Introduction to Indigenous Health Research Ethics                           | Dr. Nadine Caron                        | 20                                         |
| Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research | Dr. Chris Richardson                    | 20                                         |
| Mental Health Care and Delivery in Indigenous Communities                  | Dr. Eugenia Oviedo-Joekes               | 20                                         |
| Environmental Health in Indigenous Communities                             | Dr. Eduardo Jovel                       | 20                                         |
| Indigenous Health Policy in Canada                                         | Dr. Shannon Waters                      | 20                                         |
| Social Determinants of Indigenous Health                                   | Dr. Patricia Spittal                    | 20                                         |

PROPOSED COURSES & LEARNING OBJECTIVES

*An Interdisciplinary Approach to the Health of Indigenous Peoples*
*(Taught concurrently with SPPH 589)*

1. Explore how epidemiological, socio-economic, political, environmental and other factors interact and influence the health of Indigenous populations;
2. Describe how Indigenous perspectives and interdisciplinary approaches can be applied to address public health issues;
3. Discuss social/behavioral/mental health concepts in context of an Indigenous lens;
4. Demonstrate how epidemiology can be applied to public health problems in indigenous communities utilizing applied indigenous knowledge;
5. Critically assess how Indigenous Public Health intersects and diverges from dominant Public Health frameworks;

*Collecting, Analyzing and Using Public Health Data in Indigenous Communities*
*(Taught concurrently with SPPH 579)*

1. Present and communicate public health data effectively;
2. Describe methods of public health data collection;
3. Critically assess meaning of epidemiologic data relative to the health needs of a community;
4. Understand basic principles and methods for data management;
5. Practically apply data management principles to research projects;
6. Describe the work of the BC First Nations Data Governance Initiative, First Nations Information Governance Center and other Indigenous-led data initiatives.

*Introduction to Indigenous Health Research Ethics*
*(Taught concurrently with SPPH 576)*

1. Describe possible benefits of health research towards improving health outcomes in Indigenous communities;
2. Understand historical and contemporary issues surrounding human subject research in Indigenous communities;
3. Apply knowledge of critical issues towards frameworks for ethical research in Indigenous contexts;
4. Define core principles of ethical research involving human subjects;
5. Critically assess the unique challenges and opportunities of applying these principles in Indigenous contexts.
6. Explain the roles of justice and culture in the both research systems and the research process.
7. Discuss the core principles of risk and benefit; review practical ways to assess risk and benefit in health research.
8. Define informed consent as it pertains to health research.
9. Describe the purpose of Ethics Committees in regulating biomedical research, factors that contribute to effective Ethics Committees and the challenges and opportunities of nation-based review processes and infrastructure.

10. Understand the importance of Chapter 9 TCPS

11. Describe the role of ethics in historic and ongoing relationships between health research and Indigenous populations.

**Introduction to Quantitative and Qualitative Research Methods in Indigenous Health Research**
*(Taught concurrently with SPPH 588)*

1. Explain the importance of Indigenous research methodologies to addressing Indigenous health concerns.
2. Understand the utility of quantitative and qualitative research methods in addressing Indigenous health concerns;
3. Critically assess research methodologies in relation to community priorities;
4. Frame research questions using quantitative and qualitative research methodologies;
5. Examine practical issues of study design, conduct and analysis;
6. Apply methodologies in designing research studies to address health concerns in Indigenous communities.

**Mental Health Care and Delivery in Indigenous Communities**
*(Taught concurrently with SPPH 587)*

1. Describe the history of mental health services developed on First Nation reserves;
2. Explain mental health patterns and disparities among Indigenous communities in Canada compared to other populations and international communities;
3. Demonstrate how individual, family, community and societal factors affect mental wellness or mental illness;
4. Critically assess how culture influences mental health assessment, treatment and prevention;
5. Compare strategies to prevent and treat mental illness on individual, peer, family, community and societal levels within Indigenous communities;
6. Understand the utility of strength-based approaches in conceptualizing approaches to mental health;
7. Understand approaches to and resources for designing community-based mental health interventions.

**Environmental Health and Indigenous Communities**
*(Taught concurrently with SPPH 577)*

1. Describe major conceptual differences between environmental health and Indigenous environmental health;
2. Define environmental risk factors, such as pollution, chemical exposures and climate change, in relation to land, air and water;
3. Critically assess the relationships between policies related to Indigenous lands, industrial development, resource extraction and environmental health;
4. Define historic and contemporary impacts of access to biocultural resources on Indigenous well-being;
5. Identify Indigenous initiatives for monitoring, assessing and reducing environmental risk factors;
6. Examine Indigenous-led resurgence and resistance movements focused on land and water and articulate linkages to Indigenous health and well-being;
7. Describe the utility of Indigenous Ecological Knowledge in assessing and monitoring environmental risk factors.

**Indigenous Health Policy in Canada**
*(Taught concurrently with SPPH 586)*

1. Define basic concepts and tools used in health policy;
2. Describe how inherent Aboriginal/Treaty Rights and fiduciary duty relate to Indigenous health policy;
3. Apply rational decision making models to analyze various policy alternatives to address health concerns in Indigenous communities.
4. Critically examine health issues facing Indigenous communities through a policy framework, demonstrating ability to:
   - Analyzing historical, political, ethical and legal ramifications;
   - Assessing need and demand;
   - Examining economic and financial considerations; and
   - Assessing existing programs.
Social Determinants of Indigenous Health  
(Taught concurrently with SPPH 578)

1. Define distal, intermediate and proximal determinants as they relate to Indigenous health.
2. Explain how historic and contemporary land and resource issues and their related legislative/legal frameworks impact Indigenous health.
4. Describe how critical issues such as housing, education and incarceration impact Indigenous health.
5. Develop research and critical thinking skills to investigate historic and contemporary colonial policy.

TARGET LEARNERS
The Certificate will target:
1) Indigenous community members without an undergraduate degree but with relevant work experience interested in receiving public health training.

CERTIFICATE STUDENT ADMISSIONS CRITERIA
- Completed a minimum of 60 credits of undergraduate course work, or
- have at least two years work experience (or equivalent) in public health setting or related health-field.
- Secondary School graduation or equivalency.

ADMISSIONS PRIORITIZATION
Admissions will prioritize seats, both for the Graduate Certificate, Certificate and individual courses, as to be harmonious with the target students and goal of opening new pathways for Indigenous learners to UBC. Students already accepted and enrolled in the Certificate or the Graduate Certificate will be reserved seats and not be impacted by the prioritization.

The School of Population and Public Health welcomes applications from Indigenous community members, Indigenous and non-Indigenous health professionals, paraprofessionals, researchers, and students from across the health sciences and other health-related disciplines. Priority will be given to Indigenous community members and health professionals, paraprofessionals and researchers interested in receiving further training related to working with indigenous communities.

CERTIFICATE STUDENT ASSESSMENT
Students enrolled in the Certificate and the Graduate Certificate will be assessed on the same scales. However, students enrolled in the Certificate will have a reduced workload in terms of assignments.

Difference in evaluation criteria for each of the required courses is proposed as follows:

<table>
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<tr>
<th>Course</th>
<th>Credit</th>
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<tr>
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<td>Quizzes</td>
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<tr>
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Interdisciplinary Approach to Understanding the Health of Indigenous Peoples

Collecting, Analyzing and Using Public Health Data in Indigenous Communities
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MARKETING STRATEGY
The Graduate Certificate and Certificate in Indigenous Public Health will be advertised on the Faculty of Medicine and SPPH’s website. Collateral marketing material will be distributed to relevant organizations such as universities, hospitals, aboriginal health organizations, and the 23 BC health regulatory colleges. Alumni will be contacted and provided with updates and encouraged to promote the Certificate within their professional affiliations. The CEIH will utilize its network of First Nation contacts to promote the program. Additionally, Aboriginal students’ advisory will be discussing the Certificate while on their recruitment tours.

PROGRAM ADVISORY COMMITTEE
Dr. Pierre-Gerlier Forest,
Director, School of Public Policy, University of Calgary

Dr. Patricia Janssen
Professor, School of Public and Population Health, UBC

Francene Larzelere Hinton,
White Mountain Apache, Director of Native American Research Centers for Health

Kristen Speakman,
Director of Training, Center for American Indian Health, Johns Hopkins University

ASSESSMENT OF IMPACT ON DEPARTMENTAL AND UNIVERSITY RESOURCES
Management of all aspects of the proposed program will be the responsibility of the Center for Excellence in Indigenous Health. The current Program Manager, Senior Administrative Officer, Associate Director (Research), Co-Directors and a new .5FTE Program Co-ordinator will jointly administer the program. Appropriate resources have been allocated for the delivery of the courses and curriculum has been developed through the MOU relationship with the Center for American Indian Health at Johns Hopkins University. All courses will be team taught, with CEIH Faculty assisting in the delivery of all institutes.

ASSESSMENT OF FINANCIAL VIABILITY
The Certificate program is deemed to be financially sustainable and operate on a cost-recovery basis with support from the Faculty of Medicine and Provost. The Dean, Faculty of Medicine and Provost will equally cover the budgeted shortfall from respective tuition revenues by transferring $7500.00 each over the first five years, with CEIH absorbing any shortfall afterwards. Ten year projections and program budget were developed in collaboration with FoM Finance, Office of Education Innovation and the office of the Associate-Provost Academic Innovation. If any revenue is incurred, then it will be used to support updating the curriculum.

FEES
There will be a course-based tuition fee:
$500.00 per course
Freedom of Expression Matters: Join the Conversation

As follow-up to my September 5th letter to the UBC community, I received a draft statement on freedom of expression from an internal working group convened by Professor Neil Guppy, Senior Advisor to the Provosts on Academic Freedom.

The working group, comprising ten faculty and staff members, worked through several iterations of a statement. Input on an early draft was also received from elected student representatives (Senate and AMS).

I am grateful to the working group for moving this discussion forward, and would like to thank them for their hard work on this complex issue. The intent behind this process is to generate a draft document to serve as focal point of a community discussion around freedom of expression.

The members of the working group are:

Alan Hu, Faculty of Science
Alan Richardson, Faculty of Arts
Janet Teasdale, VP Students
Judy Illes, Faculty of Medicine
Karl Aquino, Sauder School of Business
Mary Bryson, Faculty of Education
Michael Griffin, Faculty of Arts
Neil Guppy, Faculty of Arts (Working Group Lead)
Sally Thorne, Faculty of Applied Science
Shirley Nakata, Ombudsperson for Students

To continue this discussion, we would now like to hear from a broader set of voices, to facilitate as wide and deep a conversation as possible. To this end, we have provided the latest draft statement which we hope will serve as a catalyst to encourage discussion and debate about how freedom of expression should be understood and contextualized in the modern university community.

We welcome your thoughts and encourage you to read the statement below.

Professor Santa J. Ono
President & Vice-Chancellor
Freedom of expression matters. It fuels what good universities do.

Especially in turbulent times, when facing challenges of contentious and divisive politics, economic uncertainty, terrorism, and environmental upheaval, the freedom to express and explore ideas must continue as our central mission. As one of the world’s foremost universities, UBC must vigorously promote and defend the freedoms necessary for the successful pursuit and dissemination of knowledge. Freedom of expression is, however, one of a number of rights and freedoms each of us has. One person’s freedom of expression cannot be allowed to trample the freedom or wellbeing of others.

For centuries, universities have held a special place in society. We are entrusted as guardians of the accumulated knowledge and wisdom of humanity, as trailblazers in advancing the frontiers of human knowledge and thought, and as leaders, mentors, and teachers in disseminating the fruits of this knowledge. Central to this three-fold mission is the promotion of “the freest possible exchange of information, ideas, beliefs, and opinions in diverse forms” (see UBC Respectful Environment statement). So, for example,

i. How can we safeguard the lessons of the past if objectionable parts of the historical record are suppressed?
ii. How can we create significant breakthroughs if entire lines of inquiry are forbidden?
iii. How can we equip students to tackle future challenges, if they are shielded from demanding, provocative thought?

Two principal reasons underlie our deep and abiding commitment to freedom of expression. First, pursuing ideas freely and openly moves us closer to truth, allowing all ideas to be criticized and tested, accepted and revised. Universities are communities of scholars where the free and open exchange of thought, belief, opinion, and expression is highly valued because it promotes better knowledge and understanding. Second, our scholarly community is composed of people with diverse histories and cultural viewpoints while also encompassing a wide array of disciplinary perspectives. This diversity makes universities, and especially UBC, a place unlike other institutions. When all the voices of a diverse university community can participate equally in intellectual exchanges, this provides a rich, vibrant resource that helps in promoting a wide spectrum of expertise and opportunities in the pursuit of excellence.

Here is a significant example of why freedom of expression matters at UBC. A core challenge in Canada, and one to which UBC is committed to addressing, is the ongoing process of truth and reconciliation with Indigenous peoples. Our collective lack of a shared knowledge about the lasting effects of our colonial past acts as an impediment to the essential conversations and negotiations that progress on these multiple issues requires. This is exacerbated by historic power imbalances that make this a complicated, difficult engagement. It is an engagement that can only be tackled principally and ethically in a spirit of free and open dialogue and respect.

Scholarly dialogue should help us make progress on difficult and complex problems like this. The intellectual richness of the university comes in recognizing alternatives, having contentious conversations, tackling stubborn assumptions, making brash conjectures, discussing
uncomfortable facts, and engaging with sharp differences in values and visions. Scholarly work finds its dynamism in this engagement. It is the work that universities must do and do well (and, of course, we have not always done well as the need for truth and reconciliation highlights). Doing it well means holding open the idea that persuasion is still possible, that thought and evidence and reason can lead to solutions for the many grand challenges we face.

The educational benefit of exposure to diverse understandings, views, opinions, and thoughts, when done appropriately and respectfully, comes in developing the skills of intellect and character, the inner resources and personal resilience, which allows one to successfully and constructively engage with a tumultuous and at times unsafe world. This necessitates scholarly spaces where critical thinking and incisive reasoning knows no bounds but is allowed to flourish unrestricted by who you are or to which social groups you might belong. The university works assiduously to create a place where people are physically safe. However, when confronting challenging ideas, ideas that question your deeply held beliefs, ideas that you might find noxious or offensive (or discovering that others find your deeply held beliefs noxious and offensive!), it is inevitable and appropriate to feel intellectually uncomfortable, even offended.

Creating and sustaining the conditions for such difficult discussions is hard, complex, and highly-charged. As former UBC President Stephen Toope correctly argued, “a tension exists between our community values of respect for human dignity and the special place of free expression that universities protect.” Statements inciting hatred against identifiable groups, statements judged likely to incite breaches of the peace, and statements of a personal, ad hominem nature are foreign to the intellectual exchanges that strong universities must support and protect. This is so because such statements are, at root, attempts to stifle or prevent the freedom of expression of others, to dissuade any response or discussion.

Words can be used as weapons, aimed deliberately in pejorative ways to taint or stain the reputations and authority of others. Deliberate attempts to create a toxic environment must remain anathema to the practices of the university community. Freedom of expression rests on the potential of making positive, constructive contributions to the university community. Speech or artistic expression that harms the proper working conditions of the academic community, by for example using hate to dehumanize certain groups, is speech and expression that cannot be protected or condoned.

UBC policies and practices work to promote the smoothest functioning of this scholarly community. From our academic freedom declaration, to our statement on a respectful environment, to our policies on harassment and discrimination, there are in place mechanisms intended to ensure that freedom of expression flourishes at UBC. Most fundamentally those policies and practices recognize the importance of freedom of expression, but they do so in the context of everyone’s fundamental right to equality. Freedom of expression does not trump all other rights. In the university community freedom of expression can only thrive constructively when accompanied by other rights, including the equality rights of equity, diversity, and inclusion.

In all of this we share a collective responsibility. Each and every one of us has the responsibility to support, safeguard and preserve this central freedom of expression. Tuum est – it’s up to you!
November 8, 2017

To: UBC Vancouver Senate

From: Andrew Szeri, Provost and Vice-President Academic

Re: Report to Senate on Student Evaluation of Teaching, 2016-17

For information:

For the information of the UBC Vancouver Senate, I am pleased to attach the annual report on Student Evaluation of Teaching. The report includes the results for the University Module Items for the 2016W academic year, from September 2016 to April 2017.

The report is submitted in accordance with the Policy on Student Evaluation of Teaching passed by Senate in May 2007, which requires that every course section or learning experience be evaluated by students each time it is offered (with some exceptions as defined by the Policy).

Additional information on student evaluation of teaching is available at http://teacheval.ubc.ca.

Attachment: Report to Senate on Student Evaluation of Teaching, 2016-17
2016W SCOPE
A total of 7,866 instructor evaluations were submitted to the University, for 6,554 course sections in which the University Module Items were administered. This represent a 7% increase in the number of evaluations compared to 2015W.

Table 1. Scope of 2016W Implementation

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<th>200 Level</th>
<th>300 Level</th>
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<td>2,664</td>
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<tr>
<td>Commerce</td>
<td>18</td>
<td>142</td>
<td>249</td>
<td>176</td>
<td>163</td>
<td>748</td>
</tr>
<tr>
<td>Dentistry</td>
<td>4</td>
<td>45</td>
<td>36</td>
<td>98</td>
<td>8</td>
<td>191</td>
</tr>
<tr>
<td>Education</td>
<td>25</td>
<td>92</td>
<td>291</td>
<td>202</td>
<td>233</td>
<td>843</td>
</tr>
<tr>
<td>Forestry</td>
<td>6</td>
<td>28</td>
<td>29</td>
<td>34</td>
<td>34</td>
<td>131</td>
</tr>
<tr>
<td>Land &amp; Food Systems</td>
<td>6</td>
<td>22</td>
<td>47</td>
<td>43</td>
<td>35</td>
<td>153</td>
</tr>
<tr>
<td>Law</td>
<td>44</td>
<td>72</td>
<td>103</td>
<td>13</td>
<td>232</td>
<td></td>
</tr>
<tr>
<td>Medicine(^3)</td>
<td>6</td>
<td>23</td>
<td>78</td>
<td>98</td>
<td>234</td>
<td>439</td>
</tr>
<tr>
<td>Pharmaceutical Sciences</td>
<td>31</td>
<td>31</td>
<td>0</td>
<td>54</td>
<td>1</td>
<td>117</td>
</tr>
<tr>
<td>Science</td>
<td>404</td>
<td>246</td>
<td>343</td>
<td>208</td>
<td>145</td>
<td>1,346</td>
</tr>
<tr>
<td>Vantage College</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>59</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,330</strong></td>
<td><strong>1,263</strong></td>
<td><strong>2,070</strong></td>
<td><strong>1,741</strong></td>
<td><strong>1,462</strong></td>
<td><strong>7,866</strong></td>
</tr>
</tbody>
</table>

\(^1\) In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

\(^2\) Unique course section/instructor combination.

\(^3\) Includes Medicine courses evaluated by Science.
RESULTS
The overall quality of teaching at UBC as assessed by students on a five-point scale has a mean rating of 4.2 (median 4.3). Three percent (3%) of instructors received an overall rating of 5.0; 70% were assessed at 4.0 or higher and less than 4% received evaluations below 3.0.

A summary of the results for the 6 UMI questions is shown in table 2.

Table 2. 2016W Results by Year Level

<table>
<thead>
<tr>
<th>UMI</th>
<th>Year Levels</th>
<th>2015W Average²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 Level</td>
<td>200 Level</td>
</tr>
<tr>
<td>1. The instructor made it clear what students were expected to learn</td>
<td>4.1 (4.2)</td>
<td>4.1 (4.2)</td>
</tr>
<tr>
<td>2. The instructor communicated the subject matter effectively</td>
<td>4.1 (4.2)</td>
<td>4.0 (4.1)</td>
</tr>
<tr>
<td>3. The instructor helped inspire interest in learning the subject matter</td>
<td>4.0 (4.1)</td>
<td>4.0 (4.1)</td>
</tr>
<tr>
<td>4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair</td>
<td>4.0 (4.0)</td>
<td>4.0 (4.0)</td>
</tr>
<tr>
<td>5. The instructor showed concern for student learning</td>
<td>4.2 (4.2)</td>
<td>4.2 (4.2)</td>
</tr>
<tr>
<td>6. Overall the instructor was an effective teacher</td>
<td>4.1 (4.2)</td>
<td>4.1 (4.2)</td>
</tr>
</tbody>
</table>

1 Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
2 Median in parenthesis

Figure 1 shows the distribution of the overall quality of teaching (UMI 6). There were no significant changes in the distribution of UMI 6 in 2016W, compared to 2015W.
Figure 1. THE OVERALL QUALITY OF TEACHING (UMI 6) IN 2016W

Summary Stats
Number of Evaluations 7866
Mean Rating 4.2
Median Rating 4.3

MAGNITUDE AND VARIABILITY OF RATINGS
Table 3.a shows the distribution of instructor evaluations by the overall rating score (UMI 6) and a measure of dispersion for this score. Average percent favourable rating for each cell is given in parenthesis. Percent favourable rating reflects the ratio of students who rated the instructor a 4 or 5 as a percentage of class responses. As would be expected, percent favourable rating decreases as dispersion increases in the first three rows of table 3.a, but increases with dispersion in the lower two rows.

Evaluations in the upper left cells of table 3.a have high ratings, with low variability, resulting in high percentages of favourable ratings. Whereas the lower left cells in the table show low UMI 6 scores, with low variability in students’ scores, resulting in low percentage of favourable ratings.
Table 3.a: Distribution of Instructor Evaluations by overall score (UMI 6) and a Measure of dispersion (% favourable rating in parenthesis).

<table>
<thead>
<tr>
<th>Variability in Instructor Rating (dispersion)</th>
<th>Number of Evaluations (% Favourable Rating in Parenthesis)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>286 (100%) 751 (100%) 949 (98%) 251 (91%) 1 (89%)</td>
<td>2,238</td>
</tr>
<tr>
<td>0 - 0.2</td>
<td>286 (100%) 751 (100%) 949 (98%) 251 (91%) 1 (89%)</td>
<td>2,238</td>
</tr>
<tr>
<td>0.2 - 0.3</td>
<td>74 (100%) 584 (98%) 1149 (88%) 981 (82%) 69 (79%)</td>
<td>2,857</td>
</tr>
<tr>
<td>0.3 - 0.4</td>
<td>78 (100%) 22 (82%) 101 (75%) 276 (72%) 832 (69%)</td>
<td>1,803</td>
</tr>
<tr>
<td>0.4 - 0.5</td>
<td>19 (0%) 5 (24%) 43 (42%) 38 (43%) 174 (47%) 329 (48%) 51 (51%) 103 (9)</td>
<td>720</td>
</tr>
<tr>
<td>0.5 - 0.6</td>
<td>6 (0%) 1 (0%) 3 (0%) 9 (6%) 54 (19%) 125 (27%) 48 (35%) 2 (40%)</td>
<td>248</td>
</tr>
</tbody>
</table>


Table 3.b shows the same distributions as in table 3.a, except that it includes only evaluations that met the minimum recommended response rate. As evident in Table 3.b, low ratings with low dispersion index (lower left corner of the table) are from surveys that did not meet the minimum recommended response rates.

Of the 13 evaluations with extreme dispersion index (last column in table 3.a), only 1 evaluation met the minimum recommended response rate (table 3.b). The distribution of this single instructor evaluation is given in figure 2. It is worth noting that such extreme distributions, indicative of a polarized evaluation, are not common and mostly occur in smaller classes when the minimum recommended response rate is not met. For example, in the previous year (2015W) none of the 18 evaluations (with a dispersion exceeding 0.85) met the minimum recommended response rate.
Table 3b. Distribution of Instructor Evaluations by overall score (UMI 6) and a Measure of dispersion (% favourable rating in parenthesis).

<table>
<thead>
<tr>
<th>Variability in Instructor Rating (dispersion)</th>
<th>Rating</th>
<th>Number of Evaluations (% Favourable Rating in Parenthesis)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety</td>
<td>- 5.0</td>
<td>69 (100%) 462 (99%) 614 (97%) 180 (92%) 1 (89%)</td>
<td>1,326</td>
</tr>
<tr>
<td></td>
<td>- 4.5</td>
<td>18 (100%) 249 (97%) 853 (89%) 719 (83%) 42 (79%)</td>
<td>1,881</td>
</tr>
<tr>
<td></td>
<td>- 4.0</td>
<td>1 (100%) 6 (86%) 24 (78%) 147 (75%) 586 (69%) 290 (66%) 24 (65%)</td>
<td>1,078</td>
</tr>
<tr>
<td></td>
<td>- 3.5</td>
<td>2 (21%) 14 (40%) 104 (46%) 232 (48%) 51 (51%) 1 (50%)</td>
<td>404</td>
</tr>
<tr>
<td></td>
<td>&lt; 3.0</td>
<td>4 (3%) 36 (19%) 88 (27%) 32 (34%)</td>
<td>160</td>
</tr>
</tbody>
</table>

Figure 2: Distribution of student responses for the single evaluation with extreme dispersion in table 3.b.
RESPONSE RATES

Zumrawi, Bates and Schroeder (2014) developed a set of recommended response rates based on the observed variability in the UBC ratings of instructors over a 4-year period. Evaluations with response rates below this minimum should be interpreted with care, particularly if they are anomalous. A summary of the 2016W response rates by class size is given in Table 4.

In 2016W, the overwhelming majority of evaluations in sections with 75 or more students met or exceeded the minimum recommended response rates. These sections account for 54% of the total enrollment.

50% or more of the sections with 34 or less students did not meet the minimum recommended response rates. These sections account for 22% of the total enrollment.

Compared to the previous year (2015W), there is an overall slight improvement in response rates in sections with under 50 students. Based on the results in Table 4, efforts to increase students’ participation in online surveys will, therefore, continue to be more focused on smaller sections, and in particular sections with under 35 students.

Table 4. Sections Meeting or Exceeding the Recommended Response Rates

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Course Sections</th>
<th>Number of Evaluations</th>
<th>Total Enrolment</th>
<th>Recommended minimum response rate</th>
<th>% meeting minimum recommended</th>
<th>2016W</th>
<th>2015W</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 10</td>
<td>568</td>
<td>659</td>
<td>4,348</td>
<td>75%</td>
<td>34%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>11-19</td>
<td>1,248</td>
<td>1,463</td>
<td>18,644</td>
<td>65%</td>
<td>40%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>20-34</td>
<td>1,827</td>
<td>2,161</td>
<td>48,961</td>
<td>55%</td>
<td>50%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>35-49</td>
<td>982</td>
<td>1,175</td>
<td>40,662</td>
<td>40%</td>
<td>70%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>50-74</td>
<td>685</td>
<td>776</td>
<td>41,247</td>
<td>35%</td>
<td>78%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>75-99</td>
<td>360</td>
<td>439</td>
<td>30,966</td>
<td>25%</td>
<td>95%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>100-149</td>
<td>453</td>
<td>587</td>
<td>54,630</td>
<td>20%</td>
<td>90%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>150-299</td>
<td>397</td>
<td>550</td>
<td>80,974</td>
<td>15%</td>
<td>97%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>300-499</td>
<td>34</td>
<td>56</td>
<td>11,572</td>
<td>10%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

1 In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

“IN-CLASS” SUBMISSIONS AND RESPONSE RATES
At the beginning of the 2013 academic year, the Provost’s office requested that instructors set aside time in class for students to complete online surveys. To determine whether this had an impact, we used survey submission time stamps as a proxy for compliance. A high proportion of submissions within a 15-minute time span could indicate that submissions were done in-class (random checks of the course schedule indicated that this assumption was reasonable).
Figure 2.a shows response rate vs. the proportion of submissions completed within a 15-minute time span for all Faculties. The trend shows increased response rates and decreased variance in those rates as the proportion of 15-minute submissions increase. Figure 3.a also shows that for sections with more than half of the respondents completing the survey “in class”, response rates are higher than 20%. Similar trends was observed in previous years.

Figure 3a. 2016W Response Rates and “in-class” submissions

This trend is more pronounced in some Faculties, an example is given in figure 3.b. In this example, sections with more than half of the respondents completing the survey “in class”, had response rates of 40% or higher.
We encourage faculty members to set aside time in class for students to complete online evaluations. Those students who cannot complete the evaluations in the time given, can save them and complete them later.

**PUBLICATION OF RESULTS**
In keeping with Senate Policy and provincial privacy legislation (FIPPA), instructors are given the option of publishing the numerical results of the six University Module Items. In accordance with FIPPA, faculty members need to consent to publication for every section, every time it is offered. For 2016W, results for 7.6% of course evaluations were published, compared to 8.7% for the previous academic year (2015W).

Information about Student Evaluation of Teaching at UBC is available at [http://teacheval.ubc.ca](http://teacheval.ubc.ca).
The University of British Columbia and its library system are tremendous contributors to research, teaching and learning within the province, in Canada, and across the globe. Since joining UBC as the new University Librarian in the fall of 2017, I have been impressed by the expertise, energy and enthusiasm displayed toward students and faculty, and in the broader community. Our librarians, archivists and staff work diligently to ensure that the library is having the best possible impact for library users.

We are proud of our commitment to Open Access and increasing our digital resources. We are expanding our exemplary physical collections while continuing to invest in digital resources, giving researchers 24/7 access. We have also made great strides to enable student success through programmed student spaces like our new Centre for Writing and Scholarly Communications and the upcoming Koerner Library renewal project. Our links to the community are demonstrated through new initiatives, partnerships and collaborations.

The amount of effort that goes into making UBC Library one of Canada’s top academic research libraries is more than can be captured in this document. We have selected some highlights and key data points to provide a snapshot into what 2016/17 looked like for the library. I am already looking forward to what’s in store for next year.

- SUSAN E. PARKER
Committing to open access.
Open Access is a movement encouraging the removal of barriers to scholarly research so that scholarly work is accessible to people everywhere.

We demonstrate our commitment to Open Access through support for open access publishing, open education and text books, and the expansion of our Open Collections platform.

We are now a member of the Open Library of Humanities’ Library Partnership Subsidy system. The Open Library of Humanities is an academic-led, gold standard open access publisher with no author publishing fees. They rely on support from institutions like UBC to help fund them in their mission to make scholarly publishing fairer, more accessible and preserved for the future.

We partner with the Centre for Teaching, Learning and Technology to promote UBC’s open resources during Open Access Week, such as the library’s Scholarly Communications services, workshops and consultations. We also raise awareness for UBC’s open education repositories which allow educators to share, manage, and use education resources such as open textbooks, lesson plans, quizzes, videos and more.
Acquiring the Kelmscott Chaucer

Our Rare Books & Special Collections acquires a copy of ‘the most beautiful of all printed books’— the Kelmscott Chaucer. Printed in a limited edition of only 438 copies, The Works of Geoffrey Chaucer was published in 1896 by William Morris’s famous Kelmscott Press. A joint acquisition by UBC Library and the Faculty of Arts, the Kelmscott Chaucer was purchased after two years of fundraising efforts. A new chapter in teaching excellence begins for the library with the acquisition of one of the world’s most extraordinary books.
We are the first Canadian institution to provide access to the *South China Morning Post*’s digital archives. First published in 1903, the English-language newspaper is a premier publication known for its authoritative, influential and independent reporting on Asia. The acquisition has a significant impact on UBC’s research in Chinese history, Hong Kong studies, British history, Imperial studies, Asian Canadian and Asian Migration studies as well as Vancouver history.

Library users now also have access to the digital Loeb Classical Library to browse, search, bookmark, annotate and share content across more than 500 volumes of Latin, Greek and English texts. The new digital interface allows users to engage and more easily interact with the material, greatly enhancing their learning experience.

Growing our collections

We are the first Canadian institution to provide access to the *South China Morning Post*’s digital archives. First published in 1903, the English-language newspaper is a premier publication known for its authoritative, influential and independent reporting on Asia. The acquisition has a significant impact on UBC’s research in Chinese history, Hong Kong studies, British history, Imperial studies, Asian Canadian and Asian Migration studies as well as Vancouver history.

Library users now also have access to the digital Loeb Classical Library to browse, search, bookmark, annotate and share content across more than 500 volumes of Latin, Greek and English texts. The new digital interface allows users to engage and more easily interact with the material, greatly enhancing their learning experience.
Improving student spaces

Shaping spaces to support learning and research is a core activity of the library. We see more than 3.2 million visits across our nine buildings in Vancouver each year. Transforming spaces to meet student and faculty needs is a critical component for their success.

Significant upgrades are made to the third and fourth levels of the Irving K. Barber Learning Centre including new flooring, added study spaces, improved lighting, upgraded furniture and additional electrical outlets with USB chargers.

Upgrades to Woodward Library's front entrance improve accessibility for visitors with limited mobility and provide a new space full of natural light, boasting 33 new study spaces plus a room designed for librarian consultations with student and faculty researchers.

3.2M visits per year

72 in-person visits per student
Responding to researcher needs

We are committed to supporting graduate student research and collaboration across disciplines. Phased renovations to Koerner Library levels four and five will meet an identified campus need for dedicated learning and collaborative spaces for graduate students and researchers. The new area will feature technology-rich, inviting spaces integrated with services conducive to graduate scholarship and advanced research.
In its new home at UBC Library, the Centre for Writing and Scholarly Communication offers services in the Chapman Learning Commons, located on level three of the Irving K. Barber Learning Centre. The Centre provides free support to writers at UBC, offering undergraduate and graduate student support at all stages of the writing process whether they are struggling with their assignments or are confident writers needing a second pair of eyes. The most popular service is the one-on-one writing consultation. Peer writing consultants are trained to support students from across a variety of disciplines to improve their writing, shape their writing process and set students up for success.

A full schedule of events and workshops help students develop better academic writing habits, learn how to keep their thesis-writing on track, and practice strategies for writing the Language Proficiency Index Exam.
Fundraising for the future

Donor support allows the library to enhance student learning, help researchers find answers and advance knowledge to its fullest potential. Donations can help build spaces, connect ideas, and allow the library to provide a margin of excellence beyond what public dollars provide.

TOTAL FUNDS RAISED

$1.54M

NUMBER OF GIFTS

1,748

FUNDS RAISED

$948K Outright (one-time donations)

$316K Pledges

$276K Gifts in Kind

INBOUND CHANNELS

Personal solicitation 67%

Campaign expectancy 16%

Phone 7%

Mail/Email 5%

Realized estate 3%

Web 1%

Research funds (RISE) 0.5%

Other 0.5%

FUNDS RAISED BY CONSTITUENCY TYPE

Foundations 45%

Alumni 26%

Other Individuals 15%

Parents 6%

Other organizations 4%

Faculty or staff 3%

Corporations 1%
The library is spending more on electronic materials, partly due to the increase in cost for e-journals. This highlights the trend of buying more electronic materials in general.

Our Irving K. Barber Learning Centre joins the Making Research Accessible Initiative as a funding partner and contributor. The initiative, which improves access to academic research and community-generated materials in Vancouver’s Downtown Eastside and benefits from the library’s foundational work in securing open access copyright permissions. This enables post-print articles to be openly accessible through our digital repository, cIRcle, and ensures access to more than 150 scholarly articles and community-sourced historical material from the Downtown Eastside.
Connecting with Indigenous communities

The Our Indigitization grant program awards almost $70,000 to support digitization of Indigenous cultural heritage audio cassettes from across BC. The program hosts a special dialogues event, the Indigitization Futures Forum, which connects current and former Indigenous participants with university and community experts. More than 100 participants from western Canada gather to address post-digitization practice and policy questions in Indigenous contexts. Through discussion panels, workshops, and a community event with Musqueam First Nation, the Indigitization Futures Forum allows us to hear from practitioners about how to shape the direction of the program, including the development of additional tools and training for different media formats.
Statement of Revenue & Expenditures

Vancouver campus

Fiscal year April 1, 2016 - March 31, 2017, figures listed in the thousands of dollars.

<table>
<thead>
<tr>
<th></th>
<th>SALARIES</th>
<th>BENEFITS</th>
<th>COLLECTIONS</th>
<th>OTHER</th>
<th>TOTAL</th>
<th>REVENUE SURPLUS/DEFICIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPOF*</td>
<td>16,626</td>
<td>3,180</td>
<td>16,668</td>
<td>3,707</td>
<td>40,181</td>
<td>40,393</td>
</tr>
<tr>
<td>Non-GPOF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee for Service</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specific Purpose Fund</td>
<td>100</td>
<td>10</td>
<td>28</td>
<td>62</td>
<td>201</td>
<td>132</td>
</tr>
<tr>
<td>Endowment</td>
<td>94</td>
<td>15</td>
<td>379</td>
<td>11</td>
<td>499</td>
<td>502</td>
</tr>
<tr>
<td>Sponsored Research+</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total revenue and expenditures</strong></td>
<td><strong>16,820</strong></td>
<td><strong>3,205</strong></td>
<td><strong>17,075</strong></td>
<td><strong>3,780</strong></td>
<td><strong>40,881</strong></td>
<td><strong>41,003</strong></td>
</tr>
</tbody>
</table>

**Notes**

* General purpose operating funds
+ In sponsor research, the negative revenue is the unspent budget adjustment
Introducing a new community borrower card

Our new Aboriginal Community Borrower Card provides Indigenous peoples living in Canada access to basic reference services and on-campus access to our collections free of charge.

The Aboriginal Community Borrower Card program is one of our responses to the Calls to Action from the Truth and Reconciliation Commission findings in 2015.
Connecting and engaging with community partners.

By connecting and engaging with communities and community partners, the library enables dialogue and contributes to the economic, cultural and social wellbeing of the people of BC and beyond.

Our Asian Library pilots a ‘living library’ in partnership with the Pacific Canada Heritage Centre - Museum of Migration. Making people, rather than books, available for checkout, the event brings together four ‘human books,’ distinguished individuals who have Asia-related experiences or who have made an impact in the Asian-Canadian community. Students, faculty, staff and community members gather for a night of intercultural dialogue. Participants gain a deeper understanding of the social diversity within our local and campus community, establishing the library as a place to learn, exchange ideas and forge new connections with community members.

Rare Books and Special Collections and our Music Art & Architecture Library collaborate with the Vancouver Symphony Orchestra to create programming to enhance audience engagement at VSO performances and to increase public visibility of UBC Library collections in the wider Vancouver community through two key programs, the Canadian premiere of Harry Potter and the Philosopher’s Stone™ in the summer of 2016 and Stravinsky’s Rite of Spring in the fall of 2016.

During the collaboration, exhibitions with complementary UBC Library collections to VSO programming are displayed in Vancouver’s historic Orpheum Theatre for audience members to enjoy before and after performances. Following the VSO performances, exhibitions are displayed in the library’s Rare Books & Special Collections to extend the exhibition and draw community audiences from downtown Vancouver to UBC’s Point Grey campus.
Our UBC Okanagan Library secures a $35-million investment to establish a new Teaching and Learning Centre connected to the library and fund infrastructure upgrades. Donors invested an additional $80,000 in the Inclusive Technology Lab which offers collaborative group workspaces with ergonomic furniture, a distraction-reduced study room and a computer lab with specialized software. Other highlights include the coordination of an Okanagan campus records management initiative, hosting the annual Leader in Residence program, and launching its first two digital collections, the Archibald Murchie Collection and the George Meers Collection.

Find out more in the 2016 Report to UBC Okanagan Senate.
Acknowledgements

I would like to thank the many contributors to this report and those who contributed to its development and production.

Susan Parker
University Librarian

PHOTOGRAPHY CREDITS

COVER
Paul Joseph, UBC Communications & Marketing

PAGES
PGs 2, 4, 5, 6, 7: Paul Joseph, UBC Communications & Marketing
PGs 3, 8, 15: Martin Dee, UBC Communications & Marketing
PG 11: Aerial Hover Collective
PGs 10, 12, 14, 16: Library Communications

BACK
Library Communications

PRODUCED BY

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November 2017